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## **The Zurich Survey of Academics: Methods, Design, and Data**

Rauhut, Heiko ; Johann, David ; Jerke, Julia ; Rathmann, Justus ; Velicu, Antonia

**Abstract:** The Zurich Survey of Academics is a large-scale and representative web survey among scientists at universities in Switzerland, Germany, and Austria (DACH region). The survey was conducted in 2020 and includes N=15,778 scientists from 263 universities. The survey is motivated by recent developments, such as the significant increase of team work in science and problems of how to organize fair and sustainable collaborations. It also reflects recent discussions around the replication crisis, problems of scientific integrity, and the apparently increasing pressures in scientific work. The aim of the survey is to obtain in-depth insights from researchers in Europe. The survey includes a number of new measurements, such as vignettes, factorial surveys, behavioral games, an Implicit Association Test on misconduct, indirect questioning techniques for eliciting scientific misconduct, randomized survey experiments on selective publishing behavior, and more. These measurements are applied to elicit, among other things, selfish versus prosocial behavior of scientists, authorship norms, and provisions of collective goods in science. This document describes the most innovative elements of the survey and the core item batteries, questions, games, behavioral tasks, and how permission to record linkage with individual bibliometric data was obtained. In addition, the specifics of the sampling and data-cleaning are described. The document serves as a companion for informing about the questionnaire and the data for data analysts, interested researchers, reviewers, and those interested in learning more about the specifics of the survey contents and the data structure. The document further entails links to additional material and documents, such as the codebook, ethics approval, and data protection. The survey is part of the larger-scale SNF/ERC Starting grant project “Social Norms, Cooperation and Conflict in Scientific Collaborations”.

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# The Zurich Survey of Academics: Methods, Design, and Data\*

Heiko Rauhut     David Johann     Julia Jerke     Justus Rathmann     Antonia Velicu

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## Abstract

The Zurich Survey of Academics is a large-scale and representative web survey among scientists at universities in Switzerland, Germany, and Austria (DACH region). The survey was conducted in 2020 and includes  $N=15,778$  scientists from 263 universities. The survey is motivated by recent developments, such as the significant increase of team work in science and problems of how to organize fair and sustainable collaborations. It also reflects recent discussions around the replication crisis, problems of scientific integrity, and the apparently increasing pressures in scientific work. The aim of the survey is to obtain in-depth insights from researchers in Europe. The survey includes a number of new measurements, such as vignettes, factorial surveys, behavioral games, an Implicit Association Test on misconduct, indirect questioning techniques for eliciting scientific misconduct, randomized survey experiments on selective publishing behavior, and more. These measurements are applied to elicit, among other things, selfish versus prosocial behavior of scientists, authorship norms, and provisions of collective goods in science. This document describes the most innovative elements of the survey and the core item batteries, questions, games, behavioral tasks, and how permission to record linkage with individual bibliometric data was obtained. In addition, the specifics of the sampling and data-cleaning are described. The document serves as a companion for informing about the questionnaire and the data for data analysts, interested researchers, reviewers, and those interested in learning more about the specifics of the survey contents and the data structure. The document further entails links to additional material and documents, such as the codebook, ethics approval, and data protection. The survey is part of the larger-scale SNF/ERC Starting grant project “Social Norms, Cooperation and Conflict in Scientific Collaborations”.

**Keywords:** *Science studies; authorship, social norms, scientific misconduct, survey methodology, sensitive questions, behavioral games, Implicit Association Test, vignettes, factorial survey, discrimination, gender, record linkage, big data*

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\*This survey is part of the SNSF Starting Grant BSS-GIO 155981 of Heiko Rauhut (“Social norms, cooperation and conflict in scientific collaborations”). The grant proposal can be accessed via: <https://www.suz.uzh.ch/dam/jcr:6fe8b907-3111-4551-80af-756788e28b90/Rauhut.StG.NormsCooperationConict.long.pdf>. Data users are kindly asked to acknowledge the data and the accompanying documentation. The principal investigator and his team as well as the funding institution bear no responsibility for the use of the data, or for interpretations or inferences based on their use, nor do they accept liability for indirect, consequential, or incidental damages or losses arising from use of the data.

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## Preamble

This method report documents the main steps in the empirical implementation and execution of the web-based Zurich Survey of Academics. It provides an overview of the conceptualizing of the survey instrument, the field work, sample characteristics, and representativity measures, as well as a detailed description of the data-cleaning and preparation process. All relevant survey material is documented in the Appendix.

A first version of this method report was published on 25 June 2020. Since then, the data-cleaning and preparation process has been refined. In brief, we extended the initial cleaning procedure by analyzing the open answers given by respondents to the questions asking for their employment position and their employment type to identify and subsequently exclude respondents who did not meet our definition of the statistical population. Based on this, the following revisions were made to the report:

- Section 3.6.5 was added to provide an overview of how we identified ineligible respondents by using the information on the employment position and the contract type.
- Analyzing the open answers given, two new variables reflecting the academic status of the respondents as well as a new variable for the employment type have been defined and integrated in the data set; they are described in Section 3.6.7.
- The final sample size has been slightly decreased from 15,972 to 15,778, because certain respondents did not meet the criteria of the statistical population (e.g., were not scientists employed at universities). Therefore, sample information, representativity measures, descriptive statistics, as well as the respective figures and tables have been updated throughout the document in this regard.
- Where necessary, the supplementary documents have been revised.

Furthermore, the information indicating in which language the survey was conducted was added (Section 3.2.1).

# 1 Introduction

The Zurich Survey of Academics is a large-scale and representative web survey among scientists at universities in Austria, Germany, and Switzerland (DACH region) within the SNF project “Social Norms, Cooperation and Conflict in Scientific Collaborations” (CONCISE). The survey is motivated by recent developments, such as the significant increase in the number of large and interdisciplinary research teams, the strengthening of the open-access movement, and calls for more transparency in research, but also the replication crisis, all of which pose new challenges for modern science. The aim of this survey is to obtain in-depth insights into the everyday work of researchers in the DACH region and to learn how researchers deal with conflicts and increasing pressure to publish, with a focus on different kinds of selfish and altruistic behavior, scientific misconduct, and social norms about collaboration, such as authorship order. *uzbonn* (<https://www.uzbonn.de>), a spin-off of the Center for Evaluation and Methods (ZEM) at the University of Bonn (Germany), was commissioned with programming the questionnaire, hosting the survey, and sending the invitation e-mails. Within the period from February to April 2020, 24,335 scientists from 263 universities took part in the survey (= started the questionnaire), of which 15,778 answered most questions and, thus, belong to the final sample (see Sections 3.1 and 3.6 for response rate and data-cleaning).

## 2 Survey instrument

The ZSoA is an omnibus survey in which a multitude of topics related to the scientific environment are addressed. In particular, the survey encompasses questions with regard to the following aspects:

- Work situation/research conditions/satisfaction with various aspects of life and work
- Collaboration/perceptions of scientific authorship/order of authorship
- Publication strategies
- Publication bias
- Scientific misconduct
- Lying, selfish, and altruistic behavior
- Science communication

Surveying delicate issues such as authorship practices and conflicts over authorship as well as scientific misconduct is a challenging task, since responses often suffer from certain biases (e.g., Gardner, Lidz, & Hartwig, 2005). Throughout the questionnaire, we therefore employ a combination of established survey methods, such as direct questions with innovative research methods: first, in order to reduce response bias and, second, to be able to cross-validate data obtained with different measures. In the following, we will describe the different item batteries and provide background information on their specific implementation. The recital of batteries is not exhaustive, a complete list can be found in the document *Documentation Questionnaire and Codebook* in Section B.5 of the Appendix.

## **2.1 Sociodemographics**

The survey starts with several questions that are concerned with characteristics of the participants and their private lives. With regard to the structure and content of the sociodemographics, we largely followed the DZHW scientist survey (Neufeld & Johann, 2016).

Besides general sociodemographics, such as gender and age (asked in categories), the questions regarding the private situation particularly aim to document family background by asking respondents about their partnership, household situation, children, or their wish to have children, as well as their general satisfaction with life and satisfaction with certain aspects of life. These questions were included to examine the subjectively experienced pressure of researchers and to explore the conditions under which their work affects their private lives and vice versa.

We decided to ask about the demographic characteristics at the beginning of the survey for continuity reasons and since other studies showed that it does not notably affect the drop-out rate (e.g., Baur & Florian, 2009).

## **2.2 Work situation, research conditions, and satisfaction**

The next part of the survey concerns the work and research situation (Fig. 1). These questions aim at classifying the surveyed scientists with regard to their academic position, status, career, and discipline. This information will be particularly helpful for subgroup analyses. We are further interested in how the respondents perceive several aspects of their working conditions, such as career opportunities, salary, and workload, but also the meaningfulness of their work (see therefore item battery V27 in Figure 1). In this context, the items asking for the perceived competition as well as publication and funding acquisition pressure should be highlighted. It is often argued that the pressure – especially on junior scientists – has increased. Our framework allows us to analyze differences in perceived pressure between scientists from different disciplines and of different academic status, in addition to an assessment of whether the perceived pressure has negative side-effects, such as conflicts about authorship or scientific misconduct.

Another aspect of the work situation are discrimination experiences due to personal characteristics, such as gender, age, sex, ethnic background, language, etc. We ask respondents whether they experienced disadvantages due to one or more of these characteristics in the past. At the end of the survey, those respondents who state that they have experienced such disadvantages are further asked whether they would be willing to talk about these experiences in a personal and confidential conversation in the future. This offers the unique opportunity of a qualitative follow-up study to investigate discrimination in the scientific system in more depth.

## **2.3 Teamwork and social norms of authorship**

Team sizes have been notably increasing over the last decades (e.g., Wuchty, Jones, & Uzzi, 2007), and as such new challenges have evolved when academics collaborate on research projects. A particular focus of the survey is therefore the investigation of social norms and subjective perceptions with regard to granting authorship in general and authorship order in particular.

How much do you agree with the following statements about your working conditions in academia?

	Don't agree at all	1	2	3	4	5	Agree completely
My work is meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload is excessive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The competition among those working in my discipline is intense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my subject area, there is considerable pressure to attract third-party funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given opportunities for continuing subject-related and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academia offers me long-term opportunities for advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work environment is pleasant and collegial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My salary is too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy considerable autonomy in my everyday working life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my subject area, there is considerable pressure to publish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1: Item battery on working conditions (v27)

## Collaboration preferences

To obtain some insights into how respondents prefer to work on their projects and publications, we integrated several questions asking for their preferences with regard to working alone versus in teams, working with women versus with men, and working with doctoral students versus with professors. However, since collaborations are not independent of other scientists' decisions and preferences, we not only ask the respondents about their own preferences, but also about their actual work situation with regard to the aforementioned dimensions. Further, we ask them about the average number of co-authors who are usually listed in their publications, and whether these co-authors are usually from their own discipline or from other disciplines.

## Authorship, authorship order, and authorship conflicts

One major problem of working together is how to signal different contributions to joint publications and how to share the credit for teamwork fairly. One way of signaling proportional contributions is the ordering of names on articles. Due to different name-ordering norms in different fields, this can have substantial consequences for interdisciplinary teamwork and holds potential for conflicts.

Norms of authorship and authorship order. First, we include several item batteries in which we ask the respondents what criteria they find relevant when deciding on the order of co-authors on publication projects. Such criteria can be, for instance, the overall workload contributed to the project, the number of pages written for the paper, the academic status, or the order of authors (e.g., alphabetical order, first authorship rule, bracketing with the PI as last author, etc.). See Figure 2 for an example of criteria for obtaining credits for different authorship positions. More specifically, we ask (1) what criteria they think should be relevant in general, (2) what criteria are relevant for their own publications, and (3) what criteria they think are relevant in their discipline.

Second, we ask respondents what contributions to a research project or a manuscript, respectively, justify in its own right to be listed as an author. This battery is broadly adopted from the DZHW



How relevant are these criteria, typically, for the sequence of authors in your own publications?

	Not relevant at all	1	2	3	4	Very relevant
Alphabetical order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hours of work contributed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of pages written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of articles already written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquisition of project funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance for subsequent career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other criterion, namely: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 2: Criteria for the order of co-authors (v59)

Scientist Survey 2016 (Neufeld & Johann, 2016). In this survey, they could show that the perceptions strongly vary between scientists in general and disciplines in particular, ranging from crediting authorship only for a contribution in the writing process to crediting authorship for any kind of contribution (Johann & Mayer, 2019). Clearly, these differences in perception may cause severe conflicts within co-author teams.

Third, with this in mind, we further inquire whether the respondents have had conflicts about authorship in the past, how stressful they perceived these conflicts to have been, and how often they could not write up manuscripts because of conflicts over authorship.

Depending on the discipline or institution, authorship and acknowledgements are handled differently. In publications you are involved in, which of the activities or functions mentioned below justifies, on its own, naming the person as co-author, and which merit a mention in the acknowledgements?

The person was solely...

	Mention as author	Mention in the acknowledgments	Neither
involved in writing the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involved in planning the study on which the text is based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involved in processing the data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involved in analysing the data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involved in the acquisition of third-party funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involved in interpreting the data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
advising on the application of particular methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involved in the collection of data or material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in a leadership role (without any practical or content-related contribution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the doctoral supervisor of one of the co-authors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 3: Contributions that justify authorship (v65)

Factorial survey and vignettes. With the purpose of gaining more subtle and in-depth insights, we implemented a factorial survey in which we showed the respondents various vignettes with differing co-author compositions. This part of the survey is inspired by Maciejovsky, Budescu, and Ariely (2009), who used vignettes showing name-ordering examples of hypothetical publications and for which respondents had to evaluate whether authors contributed equally or unequally to the work. In contrast, our vignettes show a group of three authors with varying gender, academic status, and workload composition, as well as varying composition with regard to the alphabetical order of the last names (see Table 1 in the Appendix for an overview of the vignette universe). Respondents received four different vignettes and were asked to suggest an authorship order for each of these hypothetical examples. Figure 4 shows two example vignettes, one with equal shares of workload (Figure 4a) and one with unequal shares of workload (Figure 4b).

This design allows us to estimate whether respondents adhere to an equity or equality norm (i.e., first authorship rule or alphabetical). In this way, we can further measure the extent to which co-authors from different fields adhere to different social norms about how much a first, second, or third author should have contributed to a paper and what role gender and academic status plays. It also allows us to draw inferences on the conflict potential of scientists from different disciplines.

## 2.4 Publication strategies, risk and time preferences

When writing an article, selecting a suitable journal is a crucial step in the process that may have a large effect on the future success of the paper. For instance, researchers might try to submit the manuscript to a journal with the highest possible Journal Impact Factor (JIF) or they may, in contrast, prefer to submit the manuscript to a journal with a very short review time. However, little is known

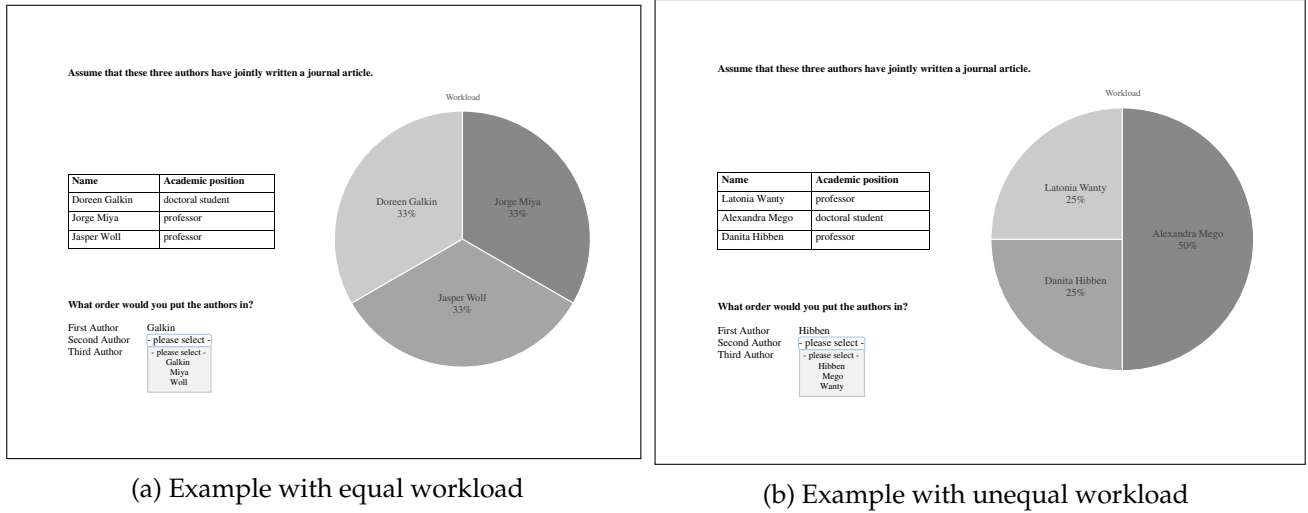


Figure 4: Author vignette examples

about what strategies researchers actually follow when submitting their papers and whether there are differences between disciplines.

The ZSoA therefore includes several item batteries that specifically address the question of how important certain criteria are for the respondents when selecting a journal for submission of a manuscript and whether they pursue specific strategies with regard to risk and time preferences. A first item battery, see Figure 5, presents a list of statements that describe different approaches when submitting a manuscript, and asks respondents to what extent they agree with these statements. These statements particularly address risk and time preferences in the sense of inquiring about the respondents' willingness to take risks when submitting a paper and their willingness to wait longer for higher gains. In addition to asking specific questions about risk and time preferences in terms of publishing papers, we also ask for the respondents' general risk and time preferences based on the scale by Beierlein, Kovaleva, Kemper, and Rammstedt (2015).

In a second item battery (see Figure 6), we provide a list of journal characteristics such as the JIF, whether it is an open-access journal, the time between submission and publication, or the acceptance likelihood, and ask respondents to evaluate the importance of each of those features when choosing a journal for submission. This battery is broadly adopted from the DZHW Scientist Survey 2016 (Neufeld & Johann, 2016).

The overarching objective of these item batteries is to develop a typology of researchers with regard to their general publication strategies, and to investigate whether the patterns differ, among others, by discipline or academic status.

## 2.5 Publication bias

Publication bias can briefly be described as the tendency to prefer significant over insignificant results for publication, independently of the methodological quality of the study (Gerber & Malhotra, 2008). One possible source for such a bias are publishers and reviewers who prefer manuscripts with new and significant results. A second possible source of publication bias are authors who either desist from submitting manuscripts reporting negative or insignificant effects or those who manipulate their results to be publishable. In this context, publication bias can result from a mutual reinforce-

**How much do you agree with the following statements regarding the submission of your manuscripts to scholarly journals?**

	Don't agree at all	1	2	3	4	5	6	Agree completely
I submit my manuscripts to the journal where I assume I have the best chance of being accepted	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
It's important to me that the time between submission and publication is as short as possible	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
To get my manuscripts published in the best possible journal, I don't mind if the review process takes a long time	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I avoid uncertain publication processes and submit to journals where there's a high probability of being able to publish my manuscripts without any complication	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I first submit my manuscripts to the best possible journal, and if they're rejected, I work my way through less prestigious journals, step by step, until my manuscript is accepted	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I'm happy to risk rejection in order to get my manuscripts published in as good a journal as possible	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Figure 5: Risk and time preferences in publication behavior (V42)

ment between editors, reviewers, and authors, in order to push especially those studies with statistically significant results such that they are successful in the publication process. As a side-effect, results which do not confirm a particular hypothesis receive less attention and merit. In contrast to previous research that mainly focused on documenting the existence and magnitude of publication bias, the ZSoA pursues an in-depth analysis of scientists' perceptions and experiences with regard to significance and how these affect the evaluation of research quality.

We follow two approaches. A first group of questions focuses on the respondents' own experiences and perceptions with regard to significance, whereas we ask them in a second step to evaluate a hypothetical study regarding several evaluation criteria.

### Experiences and expectations with regard to statistical significance

To investigate the respondents' beliefs about the impact of significance and behavior related to those beliefs, we included an item battery in which we asked them how they behaved in situations where results were not significant and how they expected others to behave in such situations. This dualism allows us to compare the respondents' own significance bias with the significance bias that they ascribe to others. We therefore ask the following:

#### Respondents' own behavior

- How often does it happen that you don't write up manuscripts at all, or don't write them up completely, because your results were not statistically significant?
- How often does the statistical significance of your results play a part in the choice of the journal you submit your manuscript to?

How important are the following criteria for you when choosing a journal for the submission of a manuscript?					
	Not important at all				Very important
	1	2	3	4	5
Opportunity to reach specialist audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short time between submission and publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary character of the journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likelihood of acceptance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible free of charge to specialist audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International character of the journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal/articles in native language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the journal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal impact factor (JIF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 6: General preferences and motives in publication behavior (V69)

- In your role as a reviewer, how often have you recommended rejecting a manuscript because the results were not statistically significant?
- In your role as an editor, how often have you rejected a manuscript because the results were not statistically significant?

#### Respondents' expectations regarding behavior of others

- How often have your manuscripts been rejected because your results were not statistically significant?
- In your estimation, how often are manuscripts rejected by editors because the results are not statistically significant?
- In your estimation, how often are manuscripts rejected by reviewers because the results are not statistically significant?

Based on the concept of social norms by Bicchieri (2006), we further refine the questions in a second item battery to gain an even deeper insight into the respondents' normative beliefs with regard to significance (see Figure 7). Applied to the example of writing down manuscripts independently of the results, we therefore ask for the respondents' normative beliefs (their belief on how things ought to be), their normative expectations (their beliefs of what others expect from them), their empirical expectations (their beliefs on what others do), and their actual normative behavior (their own action).

### **Journal abstract experiment**

Loosely based on Mahoney (1977), we present respondents with an abstract for a hypothetical study (see Figure 8). In a quasi-experimental design, we examine whether respondents evaluate the study

**Where would you place yourself on the following scales?**

*Please use the sliders to allocate your agreement to the statements facing each other. If you wish the slider to remain in the middle, please click on the slider once.*

<p>I personally think one <b>shouldn't</b> write manuscripts on studies that don't produce the expected results.</p> <p>As an academic, I'm not <b>expected</b> to write manuscripts on studies that don't produce the expected results.</p> <p><b>Most</b> academics don't write manuscripts on studies that don't produce the expected results.</p> <p>I don't <b>write</b> manuscripts on studies that don't produce the expected results.</p>	<p>5 4 3 2 1 0 1 2 3 4 5</p> <p>5 4 3 2 1 0 1 2 3 4 5</p> <p>5 4 3 2 1 0 1 2 3 4 5</p> <p>5 4 3 2 1 0 1 2 3 4 5</p>	<p>I personally think one <b>should</b> write manuscripts on all studies, regardless of the results.</p> <p>As an academic, I'm <b>expected</b> to write manuscripts on all my studies, regardless of the results.</p> <p><b>Most</b> academics write manuscripts on all their studies, regardless of the results.</p> <p>I <b>write</b> manuscripts on all my studies, regardless of the results.</p>
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Figure 7: Norms and behavior regarding significance (v80)

differently depending on information such as the sample size or the significance of the results. Therefore we vary this information, as shown in Table 2 in the Appendix. In total, there are four different abstracts: sample size low/high x significant/insignificant. We ask respondents to read the abstract carefully and then to assess the methodological quality, the scientific contribution, as well as the chances of publication. One of the underlying hypotheses is that all three aspects will be rated higher if the results presented in the abstract are significant. Further, we vary the frame in which the abstract is presented to the respondents:

- Intro 1: Imagine that you become aware of a conference contribution at a conference. You will now see the abstract of the corresponding manuscript. Please read it carefully.
- Intro 2: Imagine being asked by a professional journal for an expert opinion. You will now see the abstract of the manuscript. Please read it carefully.

With this we want to analyze whether respondents being placed in a neutral position or in the position of an expert plays a role. Thus, we have eight different treatments in total (two frames x four abstracts) and respondents are randomly assigned to either one of them.

## 2.6 Questionable research practices and scientific misconduct

In recent years, prominent fraud cases were uncovered, showing that common rules of social and self-control failed, raising the scientific community's awareness for fraud and manipulation in science. It is likely that these cases are not only a few bad apples. The current 'publish or perish' system may generate incentives for questionable research practices and scientific misconduct, such as fabrication,

The following section is concerned with the assessment of a scholarly article.

Imagine you're asked for a review by a journal. Now you see the abstract of the manuscript. Please read it carefully.

**Feeling better, doing worse? Effects of self-presentation on Facebook**

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypothesis that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 951 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand display a significant increase in self-esteem ( $t=2.4, p=0.017$ ). They made more mistakes in the maths task than the control group. The difference was statistically significant ( $t=2.8, p=0.006$ ). The statistical findings therefore support the hypotheses. Positive self-presentation leads to both increased self-esteem and a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?

Very unsuitable
Very suitable

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 8: Abstract example

Note. In this example, the abstract is presented in the review frame with a large sample size ( $n=951$ ) and significant results, corresponding to Abstract 1 in Table 2.

tweaking and manipulation of data, or selective publishing behavior (i.e., publication bias). However, assessing the prevalence of questionable research practices and scientific misconduct in surveys is difficult, as it is a highly sensitive topic, and surveys directly asking scientists about their own questionable practices and misbehavior often suffer from social desirability. In a unique setting, the ZSoA not only includes questions approaching the 'publish or perish' system, but also a multitude of different measurements to investigate, directly and indirectly, the prevalence of and perceptions towards questionable research practices and scientific misconduct. These measures and methods can briefly be classified as follows:

- Respondents' own questionable practices/misbehavior: using special questioning techniques;
- Sensitivity (subjective severity) of different kinds of questionable research practices and misconduct;
- Implicit associations with questionable research practices and scientific misconduct, respectively (SC-IAT);
- Rational-choice model of misconduct and respective variables: benefits of misconduct and their subjective probabilities, subjective probabilities of detection, and estimated severity of sanctions, risk and time preferences;
- Justification of questionable practices/misconduct: neutralization techniques.

Table 1: Exact wording of the questionnaire research practices and scientific misconduct in different item batteries

Direct question	IAT	Subjective severity	Item count technique	Crosswise model	Rational-choice model
I have been the co-author of an article without having made a substantial contribution to it.	Honorary authorship	Co-authorship of an article without having substantially contributed to it	-	-	-
I have quoted someone just because I expected to gain an advantage from it.	Citation to return a favor	Quoting a publication by a particular person because one expects to gain an advantage from it	-	-	-
I have written a positive review as a favour to someone.	Review to return a favour	Writing a positive review as a favour to someone	-	-	-
I have submitted the same results to two or more journals without indicating this.	Self-plagiarism	Submitting the same results to two or more journals without indicating this	I have submitted the same results to two or more journals without indicating this.	I have submitted the same results to two or more journals without indicating this.	Imagine a researcher submits the same results to two or more journals, without indicating this.
I have intentionally manipulated empirical data to confirm my research question.	Data manipulation	Deliberate manipulation of empirical data to confirm the research question	I have intentionally manipulated empirical data to confirm my research question.	I have intentionally manipulated empirical data to confirm my research question.	Imagine a researcher intentionally manipulates empirical data to confirm his or her research question.
I have published parts of texts or data from third parties without indicating this.	Plagiarism	Publishing parts of texts or data from third parties without indicating this	-	-	-
I have concealed a conflict of interest.	Conceal conflict of interest	Failing to disclose conflicts of interest	-	-	-
I have made up data and presented it as genuine research data.	Data falsification	Making up data which is presented as genuine research data	-	-	-



## Sensitive questioning techniques

A further block of the survey specifically addresses whether the respondents themselves engaged in scientific misconduct in the past. Since admitting to such misbehavior may have more or less severe consequences, asking respondents directly will result in a non-negligible social desirability bias (SDB). SDB is well-documented and frequently discussed in survey methodology, potentially leading to non-response, as well as underreporting of undesirable and overreporting of desirable behaviors, attitudes, and characteristics (Tourangeau & Yan, 2007). Over the past decades, researchers in sociology, psychology, and related fields have developed indirect questioning techniques to reduce this bias, such as the Crosswise Model and related randomized response techniques, and other methods, such as the Item Count and the Item Sum Technique. All of these methods share the inclusion of an anonymization procedure by a randomization device that protects the respondent in one way or another, enabling researchers to estimate the prevalence of the crucial characteristic in the sample.

In a split-ballot design, we apply these special questioning techniques and ask respondents either directly about their own scientific misbehavior, or else by using either the Crosswise Model (CM) (Yu, Tian, & Tang, 2008) or the Item Count Technique (ICT) (Droitcour et al., 2011).

Crosswise model. Figure 9 shows the implementation of the CM in the ZSoA. Basically, respondents are presented with two statements, the non-sensitive statement (here: Statement 1) and the sensitive statement of interest (here: Statement 2). Then they are asked to provide a joint answer to the two statements by either choosing (A) both statements apply or both statements do not apply, or (B) one statement applies, the other does not apply. The crucial part is that the probability of agreeing with the non-sensitive statement has to be known. In previous studies, researchers usually included a statement inquiring about whether the birthday of a close person (mother, father, or close friend) is in a particular month. Using the known probability distribution of birthdays, the aggregate prevalence of the sensitive item can then be derived. However, in one of our pilot studies, we show that such a birthday question potentially raises mistrust among the respondents (Jerke, Johann, Rauhut, & Thomas, 2019), even in a sample of highly-educated respondents (i.e., scientists). We therefore included a less suspicious and content-related statement instead (see 9) and estimate the prevalence of agreeing with that statement by asking the very same question in a different, randomly chosen sub-sample of respondents.

Item count technique. Figure 10 shows the implementation of the ICT in the ZSoA. For the ICT, respondents are provided with a list of statements for which they are asked to say how many of them – not which ones – apply to them. In a split-ballot design, one group of respondents receives a short list of non-sensitive statements, and the other group receives the same list of non-sensitive items plus the sensitive item of interest (here: Statement (2)). By comparing the average number of statements that the respondents agree with between the two groups, the prevalence of the sensitive item of interest can be calculated.

With this design, we pursue a comparison of these special methods. For the CM as well as for the ICT, two different items are asked, one representing questionable research practices and the other representing practices which are commonly regarded as severe misconduct:

- I have submitted the same results to two or more journals without indicating this.
- I have intentionally manipulated empirical data to confirm my research question.

Now we're interested in your experiences of certain behaviours.

We will now show you two statements that apply to some academics, but not to others. First, please consider whether the two statements apply to you or not, but do not write this down. Then please select the answer option (A) or (B) using the following rule:

If both statements apply to you or both statements do not apply to you, please select (A).  
If one statement applies to you but the other does not, please select (B).

Statement 1: In the last 12 months I have attended more than four conferences.

Statement 2: I have submitted the same results to two or more journals without indicating this.

Your privacy is protected, since we do not know your answers to the individual questions. What is your answer?

☐ (A) Both statements apply to me, or neither of the statements applies to me

☐ (B) One of the statements applies to me, the other does not

Figure 9: Crosswise Model in the ZSoA

Direct questions about questionable practices/misconduct. As noted before, there is also a reference group of respondents who are directly asked about their own misbehavior. They receive the same two statements plus six additional items and are asked to indicate for each one whether it applies to them or not: providing a positive review as a favor; co-authorship without substantial contribution; citing someone as a favor; submitting the same results to more than one journal without disclosure; concealing a conflict of interest; data manipulation; data falsification; and plagiarism. For the exact wording of the statements, see Table 1.

### **Subjective severity of scientific misconduct (sensitivity)**

As a more indirect way to approach scientific misconduct, the ZSoA also includes item batteries asking for respondents' subjectively perceived severity of misconduct. This can also be called sensitivity to misconduct. More specifically, we ask respondents to evaluate how uncomfortable an academic would feel if they had to admit to one of the types of behavior listed. This allows us to assess the perceived sensitivity and severity of the respective forms of scientific misconduct. The types of behavior that we ask for are the same as for the direct questions about own behavior. For the exact wording of the statements, see Table 1.

### **Implicit associations with questionable practices and misconduct**

A novelty of the ZSoA is the development of two Single Category Implicit Association Tests (SC-IAT), following the general logic of Implicit Association Tests outlined by Karpinski and Steinman (2006). The first IAT addresses questionable research practices, and the second one deals with scientific misconduct. Implicit Association Tests have been widely used for a wide variety of topics and research

Now we're interested in your experiences of certain behaviours.

You'll now be shown a list. This contains statements which apply to some academics, but not to others. Please indicate how many of these statements apply to you. Please do not say which statements apply to you, only how many.

(1) In the last 12 months I've worked on at least one research proposal.

(2) I have submitted the same results to two or more journals without indicating this.

(3) I share my office with at least one other person.

(4) I speak at least three foreign languages fluently.

(5) In the last semester I gave more than two lectures.

Your privacy is protected, since we do not know your answers to the individual questions.  
Please note how many of the above-mentioned statements apply to you.

Number:

Figure 10: Item Count Technique in the ZSoA

questions (e.g., Karpinski & Steinman, 2006; Schaap, van der Waal, & de Koster, 2019); however, they have not yet been applied to questionable research practices and scientific misconduct. An Implicit Association Test measures the relative strength of associations between concepts and attributes and has been frequently used in psychology to examine sensitive implicit attitudes (Greenwald, McGhee, & Schwartz, 1998). It can be used to reveal information participants might want to hide due to social desirability (Johann & Thomas, 2018; Nosek, Greenwald, & Banaji, 2007). Schaap et al. (2019) recommend also using Implicit Association Tests in sociological research.

The principle behind this measurement is that people are faster in combining concepts when these combinations also match their implicit attitudes and beliefs. For example, if people adhere to traditional gender attitudes, their reaction times are faster if male names and office items are grouped to one answer key, and female names and family items to the other item key, than when they have to respond with the reversed matching (male–family vs. female–office). Hence, the measurement is based on the difference in reaction times when different combinations are paired. The major strength of the IAT is that it can hardly be manipulated by the respondents, since it is solely based on the comparison of reaction times.

The SC-IAT enables us to investigate whether respondents associate scientific misconduct with either success or failure. When respondents associate misconduct with success rather than failure, this gives an indication of a positive attitude towards misconduct and, therefore, an indirect measure of proclivity to misconduct. The test proceeds as follows (see also Figure 11 for the specific implementation in the survey): words that belong to certain categories are presented first. The categories are success, failure, and behavior (see Figure 11a). The category behavior reflects different dimensions of scientific misconduct. These words are then repeatedly shown and the task is to indicate the category to which the words belong by using the E and I keys on the keyboard (see Figure 11b for the general

setting and Figure 12 for a concrete example).

We have implemented two different SC-IAT versions in the survey and randomly assigned respondents to either one of them:

- SC-IAT 1: Questionable research practices. The following dimensions and specifically used words: honour authorship, self-plagiarism, review to return a favor, citation to return a favor
- SC-IAT 2: Severe misconduct. The following dimensions and specifically used words: data falsification, data manipulation, plagiarism, conceal conflict of interest

The categories and words used for the two SC-IAT versions directly correspond to the items from the battery asking about the subjective severity of scientific misconduct.

The IAT consists of three stages, a training stage and two measurement stages. The first stage is merely an exercise to get the respondent used to the test. The respondent only needs to categorize the concepts *success* and *failure* with their respective attributes. In measurement phases two and three, the *behavior* concept is added to this. In phase two, the *behavior* concept is on the same side as *success*, and in phase three, it is on the same side as *failure*.

Figure 11a shows the introduction of the SC-IAT and gives basic instructions. Respondents are introduced to the concepts *success* and its related attributes, to the concept *failure* and its related attributes, and to the concept *behavior* and the related attributes specifying our different dimensions of misconduct, either questionable research practices or severe misconduct. Figure 11b shows the second introduction screen which explains to respondents how to conduct the IAT. The third screen (Figure 12) shows one exemplary SC-IAT task in which the attribute *job loss* has to be categorized to the concept *failure* (i.e., respondents have to press the corresponding key "I" with the right finger). Figure 13 shows an example where respondents have to categorize the behavior of the specific misconduct (*review to return a favour*) to the category *success* by pressing the key "E", since the category behavior is shown together with *success* on the right side of the screen. Both Figure 12 and Figure 13 are from the second stage. In the reversed version, the third stage, respondents have to associate misconduct with the category *failure*. The differences in these two kinds of response time are our IAT measure of associating misconduct with *success* (rather than *failure*).

In the following task we ask you to assign words to the correct categories as fast as possible. This task will take about 5 minutes. Following is a list of categories and the words that belong to each category:

**Category**    **Words**

**Success**    grant approval, publication success, high prestige, reputation gain, tenure

**Failure**    grant rejection, publication failure, low prestige, loss of face, job loss

**Behaviour**    honour authorship, self-plagiarism, review to return a favour, citation to return a favour

**Instructions:**

- Put your fingers on the "E" and "I" key for a rapid response.
- Please complete the task as fast as possible.
- If you are too slow or make too many mistakes, the study cannot be evaluated.
- Please avoid distractions and stay focused.
- Please do not close the browser window until you have completed the task. If you close the window before you have completed the task, you will be redirected to the beginning of the task.

(a) Part 1

Please put your middle or index fingers on the E and I keys of your keyboard. Words belonging to the categories at the bottom will appear one-by-one in the middle of the frame. When a word belongs to the category on the left, please press the E key. When the word belongs to the category on the right, please press the I key.

After a correct assignment, the next word will appear automatically. If you assign a word incorrectly, a red **X** will appear - then correct your mistake by pressing the other key.

This task aims for reaction time. Please try to be **AS FAST AS POSSIBLE** while making as few mistakes as possible. Going too slow or making too many mistakes will yield an uninterpretable result.

Please press the **space bar** to begin.

**Success**

**Failure**

(b) Part 2

Figure 11: Instructions of the SC-IAT, as implemented in the survey

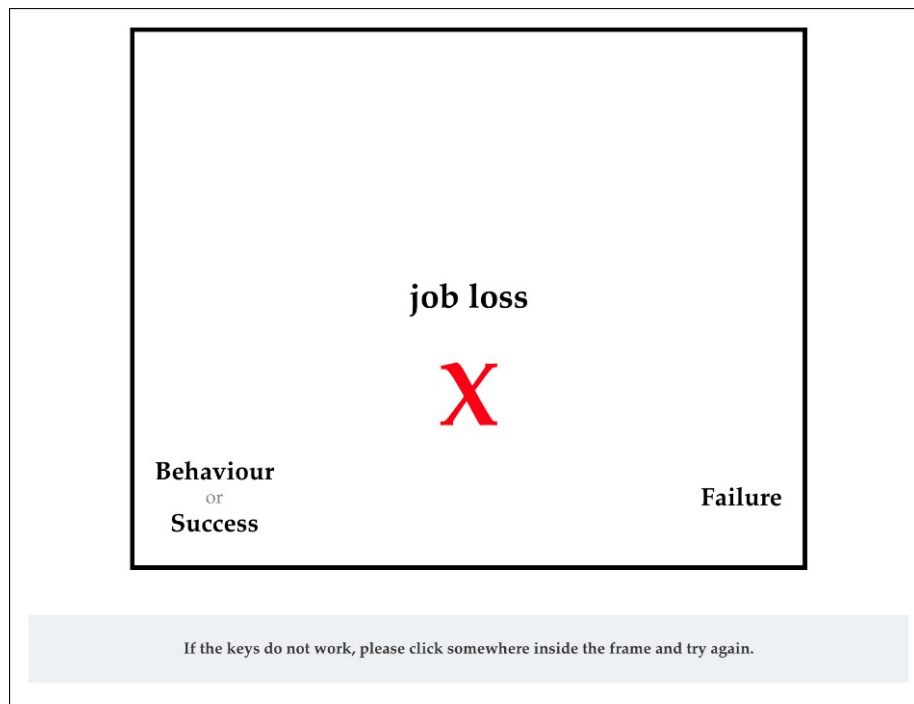


Figure 12: Example 1 for the SC-IAT classification task

Note. The word "job loss" belongs to the category "failure". Therefore, respondents are asked press the key "I". A red cross appears if a word has been misclassified (in this case, if a respondent presses the key "E").

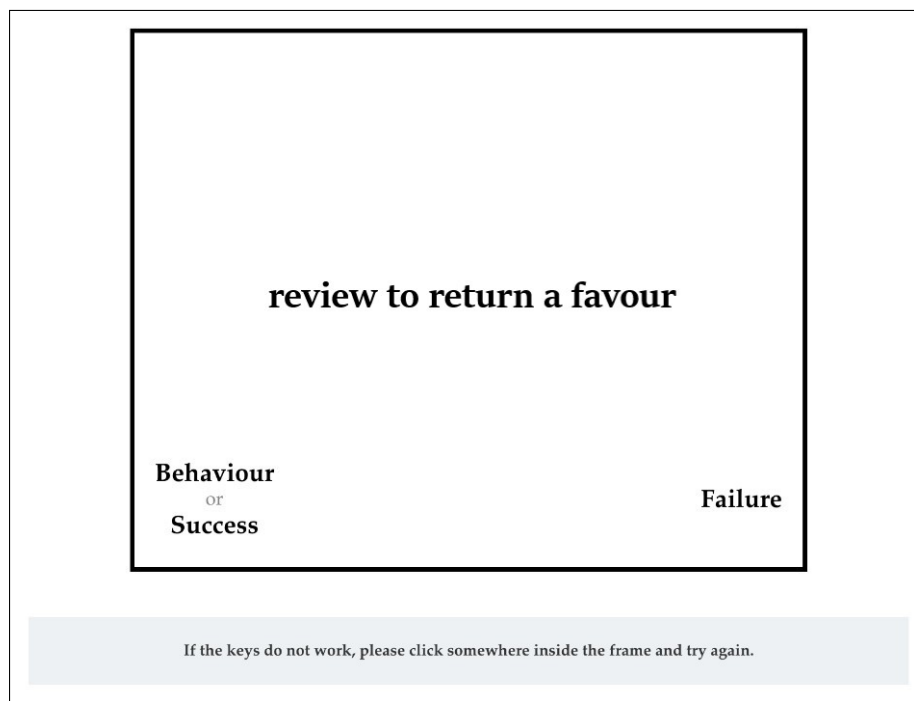


Figure 13: Example 2 for the SC-IAT classification task

Note. The word "review to return a favour" belongs to the category "behavior". Therefore, respondents are asked to press the key "E".

Table 2: Detection probability of scientific misconduct

	Vague quantifier	Numeric response
<b>Journal</b>	Imagine a researcher submits the same results to two or more journals, without indicating this. How likely do you think it is that the multiple submission will be noticed in the review process when the results are submitted to the journals?	What exactly do you mean by that? Out of 100 cases in which a manuscript is submitted to two or more journals by the authors, in how many will the multiple submission be noticed in the review process?
<b>Readership</b>	And how likely do you think it is that the multiple submission will be noticed after publication by readers or the scientific community?	What exactly do you mean by that? Out of 100 cases in which a manuscript is submitted to two or more journals by the authors, in how many will the multiple submission be noticed after publication by readers or the scientific community?

### Rational-choice model of scientific misconduct

We are further interested in whether the occurrence of scientific misconduct is related to the expected subjective detection probability, as well as to the respondents' expectations of losses and sanctions if the misbehavior is detected, and their expected gains and benefits if the misbehavior remains undetected.

In the spirit of a Rational-Choice Model, we therefore integrate questions on these three aspects for two specific forms of scientific misconduct (for the exact wording of the questions, see Table 1):

- RC 1: submitting the same results to more than one journal without disclosure
- RC 2: data manipulation

We included two questions to assess the respondents' expected detection probability of misconduct: a question with vague quantifiers and a question asking for an exact numeric response. This decision was made, firstly, because the debate on whether and how vague quantifiers should be used is still ongoing (e.g., Rocconi, Dumford, & Butler, 2020) and, secondly, to get an idea of what likely and unlikely means to our respondents.

More importantly, however, the double measurement allows us to construct response functions between vague quantifiers and numerical scales. (Wright, Gaskell, & O'Muircheartaigh, 1994). The underlying idea is that respondents have a notion of what they perceive as normal and apply these social norms in mapping the numerical scale to the categories of the vague quantifiers. By regressing the vague quantifiers on the numerical responses, it is possible to estimate the average response function in the population and to estimate which respondent characteristics explain differences in individual response functions. For example, Wright et al. (1994) have shown that people who think it is normal to watch several hours of television a day assign higher values to watching "quite a

Table 3: Expected positive and negative consequences of scientific misconduct

	<b>Loss</b>	<b>Benefit</b>
<b>Reputation</b>	In your opinion, how substantial is the loss of reputation suffered by the researcher if the multiple submission is discovered?	In your opinion, how substantial is the reputation gain for the researcher if the multiple submission is not discovered?
<b>Career</b>	And in your opinion, how substantial is the general career damage suffered by the researcher if the multiple submission is discovered?	And in your opinion, how substantial is the general career benefit for the researcher if the multiple submission is not discovered?

bit” than those who only watch a few minutes a day. The response functions also vary by socioeconomic status, allowing us to infer that people with higher social status adhere to more restrictive social norms of how much TV consumption is appropriate. In a similar fashion, it is possible to elicit respondents’ underlying beliefs of the extent of social control of academic misconduct and their risk-taking proclivity by measuring their individual response functions. See also Krumpal, Rauhut, Böhr, and Naumann (2011) for examples of response functions with regard to subjective victimization likelihoods of crimes, and Beuer-Krüssel and Krumpal (2009) for subjective detection likelihoods.

We further distinguish between the detection of scientific misconduct during the review process by the journal and the detection after the publication by the readership. Table 2 shows the questions on subjective detection probabilities for multiple submissions of a manuscript without disclosure.

We then inquire about expected positive and negative consequences in case the misbehavior remains undetected or in case it will be discovered, respectively (see Table 3). In order to obtain a comprehensive picture, we thus differentiate between consequences for the respondents’ careers and for their reputation and between losses and benefits.

This item battery not only allows inference on what risks and cost-benefit assessments respondents associate with scientific misconduct; it also enables us to investigate whether risk and time preferences of the respondents (see Section 2.4) are related to their detection and risk assessment of scientific misconduct.

### Neutralization techniques

To understand better how and why scientific misconduct occurs, we investigate how scientists think about misconduct and in which situations or under which conditions, respectively, they would justify misconduct. Insights from criminology provide us with a useful tool to measure different ways of legitimizing, or neutralizing, undesirable behavior. Sykes and Matza (1957) developed a typology of different kinds of neutralizations for deviant behavior, originally targeted towards juvenile delinquents, and later adapted and applied to a large variety of different kinds of deviance and crimes. We developed the first scale of neutralizations of scientific misconduct, based on the five dimensions from the original typology:



Table 4: Neutralization techniques and the respective items

Techniques	Item	Battery
<i>The Denial of Responsibility</i>	To survive in the competitive, “publish or perish” academic environment, you can’t always stick to all the rules.	long & short
	Today’s academic system is so unfair that it’s OK if you sometimes resort to unfair means yourself.	long
	Sometimes it’s necessary to use questionable methods to reach the top of the career ladder.	long
<i>The Denial of Injury</i>	If the idea is good and plausible, then publishing embellished results will do no harm.	long & short
	There’s no harm in touching things up here or there.	long
	Doctored results aren’t such a tragedy, since scientific results seldom have an impact on society.	long
<i>The Denial of the Victim</i>	Many editors want impressive results, so if you help things along a bit you’re doing them a favour.	long & short
	Reviewers hardly check the details of manuscripts anymore, so it’s not surprising content is presented in a better light.	long
	The pressure from journals to produce ever more spectacular and significant results almost invites people to help things along a bit here or there.	long
<i>The Condemnation of the Condemners</i>	Many influential academics have only made it to the top by means of tricks; so they shouldn’t condemn you if you do it yourself.	long & short
	Those who protest the loudest at academic misconduct usually have their own skeletons in the closet.	long
	Universities are more and more focused on rankings, so they shouldn’t cause trouble for their staff if they occasionally embellish their results.	long
<i>The Appeal to Higher Loyalties</i>	In order to be loyal to colleagues, you sometimes have to play along with little inconsistencies.	long & short
	To advance society, you sometimes have to help the results along a bit.	long
	To further the progress of your supervisor/your doctoral student, you sometimes have to help things along a bit if the results are unsatisfactory.	long

Note. Respondents were asked to indicate how much they could relate to each of the statements on a scale of 1 - Can’t relate at all to 7 - Can completely relate.

1. denial of responsibility
2. denial of injury
3. denial of the victim
4. condemning the condemners
5. appealing to higher loyalties

There is a great amount of research on these techniques, not only in criminology, but also in other research fields, and these techniques have been widely used with different forms of deviant behavior. Yet, neutralization techniques have not been applied in the context of scientific misconduct. For the ZSoA we adapted the five different neutralization techniques to the scientific context and formulated multiple justifications of scientific misconduct. Respondents were then asked to indicate how much they related to each of them. The questionnaire contains a long (15 items) and a short (5 items) version of the neutralization techniques, and respondents were randomly assigned to either the long or the short neutralization list. As a result, half of the respondents were asked to answer five items, and the other half were asked to answer fifteen items. Table 4 shows the full list of all neutralization items, including an assignment to the five neutralization techniques and whether they appear only in the 15-item battery or in the 5-item one also.

## **2.7 Behavioral games on lying, selfishness, and altruistic behavior**

In addition to the specific self-reports of scientific misconduct and the selfishness and dishonesty about scientific work admitted therein, we also included behavioral decision-making games. In contrast to self-reported survey responses, behavioral games have the advantage of having money at stake when respondents claim to behave honestly or altruistically. Thus, appearing socially desirable is costly, which makes these games less susceptible to social desirability biases. Such measuring methods are becoming increasingly popular in empirical fields such as behavioral economics, experimental game theory, experimental political science, and analytical and experimental sociology. While decision-making games are predominantly used in laboratory studies with students, there are still few investigations in field settings surveying representative populations. One large-scale exception is, for example, the study by Falk et al. (2018). Still, even this study did not use incentivized games, but hypothetical survey questions which correlated highly with incentivized games. We implemented two classic and incentivized games; the dice game, measuring dishonesty, and the dictator game, measuring altruism. Both decision-making games were very carefully and unobtrusively included in the questionnaire using a lottery method, which is described below.

The dice game was originally introduced by Fischbacher and Föllmi-Heusi (2013) and has since then been implemented and modified in a wide variety of studies (for reviews, see, e.g., Abeler, Nosenzo, & Raymond, 2019; Gerlach, Teodorescu, & Hertwig, 2019; Jacobsen, Fosgaard, & Pascual-Ezama, 2018; Rosenbaum, Billinger, & Stieglitz, 2014). Subjects are equipped with a random number generator, which is typically a die, and asked to use it in complete privacy and anonymity. Then they are asked to report their number together with the amount of money they would earn, which varies with the reported number. Since the researcher does not know the actual die throw, the participant can lie by claiming higher payoffs than they are entitled to without fearing any negative consequences. The beauty of this design is that, although it is impossible to know if an individual is lying, researchers

can use the distribution of claimed payoffs to estimate lying at the aggregated level. It is also possible to run regressions exploring explanatory factors of dishonesty (with higher claimed payoffs as a noisy indicator of dishonesty).

Before we reach the end of the survey, we have two new, varied sections, which differ from the usual questions.

First, please think of any letter between A and F (A, B, C, D, E or F). We have randomly assigned a sum of money to each of the letters (1000, 2000, 3000, 4000, 5000 and 6000 [euros / CHF]). You can win this money. At the end of the study we will randomly draw one participant, to whom we will pay out the corresponding amount. You can use the money as you see fit (research funding, books, travel, or other uses). If your name is drawn, we will write to you after the survey is completed to organize the payment.

Remember your letter and click on "Show amount". Then check in the table what sum of money corresponds to your letter, and tell us the letter and the amount. The letter you have thought of can no longer be changed after you have clicked on "Show amount".

Letter	A	B	C	D	E	F
Corresponding amount	2000 CHF	6000 CHF	4000 CHF	3000 CHF	5000 CHF	1000 CHF

Show amount

(a) Instruction of the dice game.

Before we reach the end of the survey, we have two new, varied sections, which differ from the usual questions.

First, please think of any letter between A and F (A, B, C, D, E or F). We have randomly assigned a sum of money to each of the letters (1000, 2000, 3000, 4000, 5000 and 6000 [euros / CHF]). You can win this money. At the end of the study we will randomly draw one participant, to whom we will pay out the corresponding amount. You can use the money as you see fit (research funding, books, travel, or other uses). If your name is drawn, we will write to you after the survey is completed to organize the payment.

Remember your letter and click on "Show amount". Then check in the table what sum of money corresponds to your letter, and tell us the letter and the amount. The letter you have thought of can no longer be changed after you have clicked on "Show amount".

Letter	A	B	C	D	E	F
Corresponding amount	2000 CHF	6000 CHF	4000 CHF	3000 CHF	5000 CHF	1000 CHF

What is your letter and the corresponding sum of money?

Letter:

A

Amount:

2000

(b) Part 2

Figure 14: Lottery – lying behavior

While distributing dice to subjects in the lab is easy in large-scale surveys, this is less feasible since not all subjects may have a die easily accessible. Hence, we developed a survey variant of the dice game, inspired by Höglinger and Jann (2018), and adapted it to our purposes. Respondents are asked to choose a letter from A to F in privacy without telling us. They are informed that the computer will randomly determine which letter corresponds to which amount of money (1000-6000 Euro). Figure 14a shows the original instructions. Then the randomization device shows which letter corresponds to which amount. After having seen the payoff structure, respondents are asked to report their remembered letter along with the corresponding payoff, which ensures that respondents have understood the procedure. Figure 14b shows the original screen displaying the (random) pairing between letters and money, as well as asking respondents to report their initially chosen letter. Note that this method guarantees private information, enabling respondents to lie by reporting higher letter-payoff combinations than initially chosen. This design has the additional advantage that subjects do not have to trust us that we will abstain from manipulating the computer’s randomization device – nothing is recorded either, which ensures complete anonymity.

You now have the option to donate part of your sum of money to a scientific organization of your choice. If you do decide to donate and are selected to receive a payment, we will add an extra 20% to your donation, and will organize the transfer for you.

**Would you like to donate part of the money?**

☐ No

☐ Yes

(a) Instructions of the dictator game and elicitation of categorical willing to donate

---

**To what organization would you like to donate the money?**

- ☐ European Academy for Sciences and Arts
- ☐ Studienstiftung des deutschen Volkes (German Academic Scholarship Foundation)
- ☐ Schweizerische Studienstiftung (Swiss Study Foundation)
- ☐ Stiftung Deutsche Krebshilfe (German Cancer Aid)
- ☐ Wikimedia Foundation (Wikipedia)
- ☐ Center for Open Science (Open Science Framework)
- ☐ Arbeitsgemeinschaft für wissenschaftliche Wirtschaftspolitik (Working Group for Scientific Economic Policy)
- ☐ Bodensee Akademie – Wissenschaftlicher Verein für nachhaltige Entwicklung (Bodensee Academy – Scientific Association for Sustainable Development)
- ☐ CliniClowns Forschungsverein (CliniClowns Research Association), association conducting scientific research to evaluate humour therapy for sick children and adults
- ☐ Other Organization, namely:

(b) List of charity organizations eligible for donations

---

**What amount would you like to donate (we will then add 20% to this amount)?**  
*Please use the slider to indicate the amount that you want to be donated. You may also enter the amount directly into the response field.*

0 2000

313

CHF

(c) Amount of donation

Figure 15: Dictator game, implemented as donations to charity, measuring selfish vs. altruistic behavior

In addition, we implemented a dictator game measuring individual social preferences ranging from selfishness to altruism. The dictator game is a simple game that is among the most common in behavioral economics. It has become a standard in measuring distributional social preferences (for an extensive review of dictator games, see, e.g., Engel, 2011). We decided to implement the dictator game in a less abstract way, connecting it to the dishonesty game played before. More specifically, respondents were allowed to donate any amount of the money they had earned in the dishonesty game to a charitable organization. We first asked respondents whether they would like to donate or not (Figure 15a). If they said yes, they were presented with a list of organizations to donate

to or mention any other charitable organization (see Figure 15b). Subsequently, participants could use a slider or type the individually preferred donation into a box (see Figure 15c for the detailed screenshot). To create an additional incentive to donate with us (instead of receiving the money and then privately donating the money), we added an extra 20% to their donated amount.

We announced that we would randomly pick one of the participants as being eligible for payments and implementing the respective donation, which complies with the standards of experimental economics, i.e., the so-called no-deception policy. All instructions are taken to be literally, there is no lying, and all subjects receive the same instructions. After the field phase, one respondent was randomly selected from *uzbonn* and was paid out. The specific payment to this subject was 2000 Euro. This subject decided to donate a certain fraction of the earned amount. Due to our strict data protection policy, we do not specify the donated amount of the selected payment-relevant subject here. The payments to the subject and the donation to charity (plus our 20% surplus) were implemented exactly as announced.

## 2.8 Science communication

Science is not an isolated entity – desirable as well as undesirable scientific developments have an impact on society, and vice versa. Communication of research results to the general public is therefore necessary and essential to making science more accessible. To gain insights into how scientists perceive their own role and responsibility with regard to science communication, we integrated two item batteries that ask for their perceptions (see Figures 16 and 17). These batteries were developed based on work by Bauer (2017), Peters (2009), and Simis, Madden, Cacciatore, and Yeo (2016), and focus on “mental models” of science communication. We particularly inquire whether respondents themselves feel responsible for science communication, what importance science communication has for their own research, and what experiences they have had with science communication.<sup>1</sup>

## 2.9 Record linkage with individual scientometric and website data

To gain deeper insights into publication success and failures, co-authorship norms, and research practices, we aim to link the survey data with publicly accessible publication and citation data (for example, Web of Science), and with information that is available on freely accessible websites. At the end of the survey, we therefore asked the respondents for their permission to link the survey data to other data sources such as publication records (e.g., Web of Science) or publicly available information on websites. Overall, 9,407 respondents (59.62%) agreed that their survey data may be linked to publication and citation data, and 8,574 respondents (54.34%) agreed that their survey data may be linked to information on publicly accessible websites.

While these approval rates are surprisingly high and promising, there are some small biases between permissions and basic sociodemographics, making it recommendable to include respective weights when using the linked data later on. More specifically, there is a statistically significant relationship with regard to gender ( $\chi^2(1) = 40.82; p < 0.00$ ), age ( $\chi^2(4) = 61.26; p < 0.00$ ), and academic status<sup>2</sup> ( $\chi^2(1) = 60.04; p < 0.00$ ), and agreement to link survey data with publication data. Women, young

<sup>1</sup>These two item batteries were developed and provided by Prof. Dr. Mike Schäfer and Dr. Sabrina Kessler, Department of Communication and Media Research, University of Zurich.

<sup>2</sup>The variable `status1` was used for estimation; see Section 3.6.7.

The following section is about how you see your role as an academic in society. How much do you agree with the following statements?

	Don't agree at all				Agree completely		
	1	2	3	4	5	6	Don't know
Science communication should be carried out by journalists or press offices, not by me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If members of the public understand my research, they judge it positively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it important to develop a communication strategy, because this makes it easier for me to attract funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even when planning a project I think about how I can communicate my research findings to the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If members of the public are hostile towards my research, I can change their minds with facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's important to me to communicate my research findings to the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that communication with the public has a positive impact on my academic career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My main task in public communication is to educate the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I communicate with members of the public, I try to get them actively involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it more important to concentrate on research and teaching than to communicate with the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct dialogue with the public about my research is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific findings and models should only be discussed within the scientific community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dialogue with the public is instructive for me too	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 16: Attitudes about science communication (V2.9)

respondents (below 30 years), and non-professors rejected the record linkage disproportionately often. This is also true for agreeing to link the survey data with website data. There is a statistically significant relationship with regard to gender ( $\chi^2(1) = 88.50; p < 0.00$ ), age ( $\chi^2(4) = 63.82; p < 0.00$ ), and academic status<sup>3</sup> ( $\chi^2(1) = 73.86; p < 0.00$ ), and agreeing to link the survey data with respective website data. Women, under-30s, and non-professors disproportionately rejected the linkage. Hence, analyses based on the linked data should either be weighted (post-stratification weighting) or should include these characteristics as controls in regression models.

## 2.10 Qualitative follow-ups on discrimination

Additionally, we are planning further surveys on selected topics from this study with the aim of gaining a better understanding of the respondents' experiences and attitudes. In particular, we intend to conduct qualitative interviews with respondents who stated that they had experienced discrimination in the past. Respondents who had previously made such experiences were therefore asked whether we could contact them for a qualitative follow-up study to talk about their experiences. Of all respondents who had been discriminated in the past at least once ( $n = 7,186$ ), 3,058 (42.55%) agreed to be contacted again for a personal and confidential conversation. Further, we asked respondents for their general permission to contact them in the future for follow-up studies, and 9,451 respondents (59.90%) gave their permission.

<sup>3</sup>Again, the variable `status1` was used for estimation; see Section 3.6.7.

The following section is about your own experiences with science communication. How much do you agree with the following statements?

	Don't agree at all				Agree completely		
	1	2	3	4	5	6	Don't know
Conversations with members of the public give me inspiration for my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had controversial discussions with members of the public about my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer to explain details of my research to the public than to discuss what it means for society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I discuss my research with other users on social media such as YouTube, Twitter or Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to use traditional media such as radio, TV or newspapers for my science communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use social media such as YouTube, Twitter or Facebook to inform the public about my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively seek ways to effectively communicate my research findings to the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often give journalists information about my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I communicate with members of the public, I try to present my area of research as positively as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 17: Experiences with science communication (V30)

## 2.11 Questionnaire structure

Since we expected a relatively higher dropout rate for the rather unusual and special Implicit Association Test, this part was located at the end of survey. All other questions had been asked before in the main part of the survey. The IAT preceded the four follow-up questions with regard to record linkage and contacting for future studies.

Questionnaire splits were introduced for the questions and item batteries shown below. Splits were used due to the methodological necessity of randomization of respondents to different experimental treatments. Furthermore, splits were used to reduce the length of the questionnaire and to minimize the risk of overburdening the respondents by an overly long survey.

- Scientific misconduct: As described in Section 2.6, we implemented several questioning techniques with the objective of comparing their efficacy in eliciting sensitive types of behavior. Respondents were therefore randomly assigned to one of four modules for answering questions about their own scientific misconduct:
  - Module 1 ( $n = 3,883$ ): Direct Questioning
  - Module 2 ( $n = 3,915$ ): Crosswise Model
  - Module 3 ( $n = 3,993$ ): Item Count Technique – long list
  - Module 4 ( $n = 3,987$ ): Item Count Technique – short list (note that respondents in group 4 did not receive any questions on scientific misconduct)
- Abstracts: As discussed in Section 2.5, we implement eight different abstract versions in the survey. Each respondent is randomly assigned to one of them, resulting in a sample size within the range of  $n = 1,827$  to  $n = 1,932$  for each of the treatments.

- Neutralization techniques: Two different versions of the neutralization scale were used (the short scale with five and the long scale with 15 items). Respondents were randomly assigned to one of them. Therefore, half of the respondents received a five-item battery ( $n = 7,993$ ), and the other half of the respondents received a fifteen-item battery ( $n = 7,785$ ).
- IAT and Rational-Choice Model of misconduct: To reduce questionnaire length, respondents received only one IAT module and only one RC module.
  - Module 1 ( $n = 7,829$ ): IAT 1 + RC 1
  - Module 2 ( $n = 7,949$ ): IAT 2 + RC 2

Figure 18 provides an overview of the questionnaire splits for which the individual splits and modules just discussed are integrated. Overall, there are 128 different splits to which respondents were randomly assigned. In order to ensure balanced questionnaire splits, the random assignment only took place once a respondent had started the survey. However, differences due to different dropout rates in the splits cannot be completely ruled out. For each split, we have on average 124 respondents, with a range of 87 (0.55%) to 152 (0.96%) respondents per split and a standard deviation of 36.93. A full overview of respondents per split is provided in Table 3 in the Appendix.



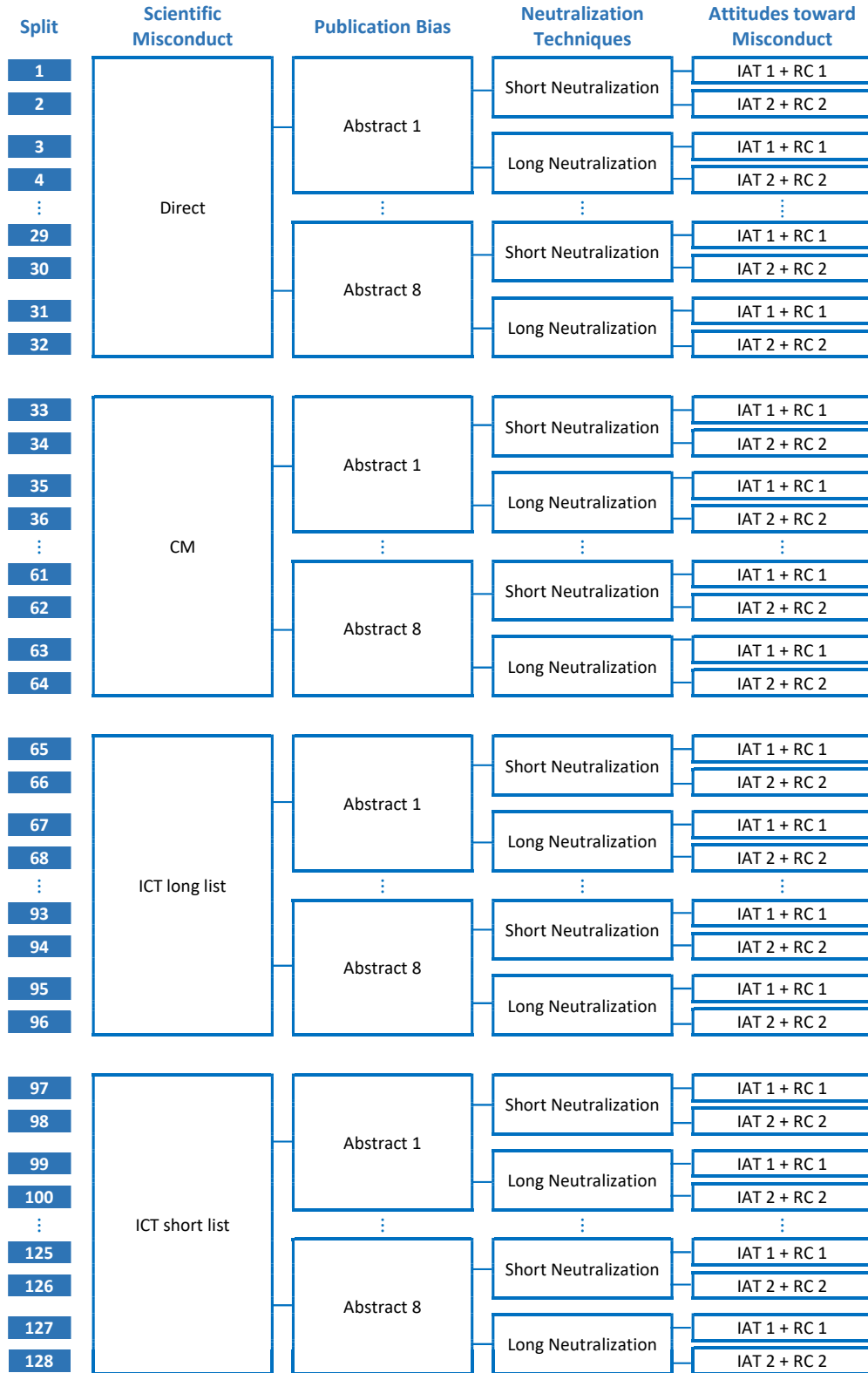


Figure 18: Questionnaire splits and modules

Note. CM = Crosswise Model. ICT = Item Count Technique. IAT 1 = Implicit Association Test for questionable research practices. IAT 2 = Implicit Association Test for scientific misconduct. RC 1 = Rational-Choice battery for the multiple submission. RC 2 = Rational-Choice battery for the data manipulation.

## **2.12 Pilot studies**

In a preceding study, Jerke et al. (2019) conducted cognitive interviews with academics across disciplines in 2017, investigating how respondents perceive, think about, and answer questions on academic misconduct, and using indirect question techniques such as the Crosswise Model and the Item Count Technique. The insights acquired in the field, as well as an improved comprehension of these techniques, helped us to design the survey.

Further, we conducted a pilot project with the help of students of a research seminar at the University of Zurich in 2018 to test some of the more sophisticated item batteries: the implemented indirect question techniques, the vignettes on authorship norms, and the questions about publication bias. Scientists of the University of Zurich were presented with several versions of the batteries and asked in cognitive interviews about their experiences in answering them. On the basis of the results, we then optimized the questions.

Drawing on web survey data collected by Maciejovsky et al. (2009), Johann, Rathmann, and Rauhut (2020) investigated whether and to what extent collaborations between scientists with different characteristics trigger normative conflicts over the order of authors. The experiences with this work, as well as the study by Maciejovsky et al. (2009), have influenced the vignette design of the ZSoA, and the combination of the vignettes with a larger and broader data set.

In further preparation for the survey, we also conducted a pilot study in February and March 2019 to test the IAT. For this pilot study, about 2,000 professors at German universities were contacted. The survey was not incentivized. The contact details for the respondents were drawn at random from a list of professors working at universities in Germany. 200 respondents started the survey, 62 complete SC-IATs were collected. The pilot study has shown that the SC-IAT design works well as a survey instrument in science studies. In addition, we removed one item from the IAT because it was not clearly understandable for respondents.

## **3 Survey design**

This section addresses the statistical population as well as sample characteristics, data collection, organisation of the survey in terms of time, the impact of the COVID-19 pandemic, data preparation, and the data protection strategy of the ZSoA.

### **3.1 Statistical population and response rate**

#### **3.1.1 Statistical population**

The statistical population of this survey is the scientific and artistic-scientific staff of universities and colleges in Germany, as well as the scientific and artistic-scientific staff of universities, colleges, and universities of applied sciences in Austria and Switzerland. The target sample consists of a total of 263 institutions.

### 3.1.2 Response rate

From 150,451 researched e-mail addresses, 140,953 e-mail addresses could be contacted.<sup>4</sup> The response rate was about 17% (response rate  $R = 17.26\%$ ), ranging from people who only accessed the questionnaire to people who filled it out completely. 13,200 people completed the entire survey (response rate  $R_{\text{completed}} = 9.24\%$ ). About 116,000 people did not start the survey at all. The response rates of Germany and Austria hardly differ. Respondents in Switzerland had an approximately five percentage points higher response rate for started questionnaires and three percentage points higher response rate for completed questionnaires. A detailed analysis of response rates is shown in Table 5.

In total, 24,335 participants started the questionnaire. Due to a technical error, four observations were not assigned to a country based on their address data and are therefore missing in Table 5. Further, the response rate refers to the uncleaned data. The final sample size is slightly smaller (see 3.2), as the data-cleaning resulted in removal of some observations from the final data set and, additionally, incomplete observations are also included in the final data set, provided that they meet certain criteria (see Section 3.6 and document B.4 in the Appendix).

	Total	Not started	Started (total)	Started (not completed)	Started (completed)	Final sample
Germany	78,834 (100.00%)	66,640 (84.53%)	12,194 (15.47%)	5,315 (6.74%)	6,833 (8.67%)	8,182 (10.38%)
Austria	28,101 (100.00%)	23,965 (85.28%)	4,136 (14.82%)	1,810 (6.44%)	2,275 (8.10%)	2,771 (9.90%)
Switzerland	34,018 (100.00%)	26,013 (76.46%)	8,005 (23.53%)	4,010 (11.79%)	3,913 (11.50%)	4,825 (14.18%)
All countries	140,953 (100.00%)	116,618 (82.74%)	24,335 (17.26%)	11,135 (7.90%)	13,021 (9.24%)	15,778 (11.19%)

Table 5: Response rate of the ZSoA

## 3.2 Final sample and its characteristics

### 3.2.1 Final sample

From the original 24,335 observations, 8,557 were dropped after the cleaning process, as described in Section 3.6 and document B.4 in the Appendix. The final ZSoA data set includes 15,778 observations (see Table 6). Of these observations, 8,182 came from Germany, 2,771 from Austria, and 4,825 from Switzerland. Of 15,778 observations in the ZSoA, 14,929 completed the main part, 13,532 fully completed the IAT, and 13,021 completely finished the whole questionnaire. These numbers hardly differ between countries.

	Total	Completed main part	Completed IAT	Completed follow-up
Germany	8,182 (100.00%)	7,748 (94.70%)	7,108 (86.87%)	6,833 (83.51%)
Austria	2,771 (100.00%)	2,631 (94.95%)	2,373 (85.64%)	2,275 (82.10%)
Switzerland	4,612 (100.00%)	4,550 (98.66%)	4,051 (87.84%)	3,913 (84.84%)
All countries	15,778 (100.00%)	14,929 (94.62%)	13,532 (85.63%)	13,021 (82.52%)

Table 6: Sample size of the final ZSoA data set

<sup>4</sup>The addresses not written to are addresses where, for example, the domain was missing and a manual follow-up search did not yield any results.

**Language** The survey was available in German, English as well as French. Respondents were able to choose their preferred language before starting the actual survey. Table 7 depicts the proportion of language versions of the questionnaire in the final ZSoA sample. German is the most frequently selected language with about 76%, followed by English (about 18%) and French (about 7%).

Language	Participants
German	11,919 (75.54%)
English	2,767 (17.54%)
French	1,092 (6.92%)
Total	15,778 (100.00%)

Table 7: Survey language of the final sample

### 3.2.2 Sample characteristics and representativity

To illustrate the representativity of the data, we compare our sample composition with the population of scientists in Germany, Austria, and Switzerland. The analysis of representativity is conducted at the level of countries. We first compare the representativity of the academic status groups, then the representativity of the genders, and finally the representativity of the discipline groups. The data of the overall populations were provided by the German Federal Statistical Office (Statistisches Bundesamt; Destatis, 2019), the Austrian Federal Statistical Institute (Bundesanstalt Statistik Österreich; STAT, 2019), and the Swiss Federal Statistical Office (Bundesamt für Statistik; BFS, 2019).

**Representativity German data** 15.45% of the respondents from Germany in the ZSoA are professors ( $n_{\text{Prof}} = 1,264$ ), and 84.55% belong to the group of other junior and senior academics ( $n_{\text{Other}} = 6,918$ ). Comparing these figures with the actual academic population (Table 8), it can be observed that professors are overrepresented in the ZSoA, while other junior and senior academics are underrepresented.<sup>5</sup>

	Germany	ZSoA (Germany)
Junior and senior academics	266,500 (90.67%)	6,918 (84.55%)
Professors	27,425 (9.33%)	1,264 (15.45%)
Total academic staff	293,925 (100.00%)	8,182 (100.00%)

Table 8: Representativity of status groups (Germany)

56.16% of the survey participants from German universities were male, and 43.84% were female.<sup>6</sup> These data are similar to the gender distribution of the total population (Table 9).

To compare the representativity of the subject groups, the subject groups surveyed in the ZSoA had to be adapted to the subject classification of Destatis. This classification was not possible for all subjects. Art, Art History, and Sports Science were not available as individual categories in the ZSoA. Differences in the distribution of subjects can also be due to different classifications.

<sup>5</sup>The variable `status1` was used for estimation; see Section 3.6.7.

<sup>6</sup>Persons with no gender or a diverse gender were not included in this table because Destatis, STAT, and BFS only distinguish between male and female scientists.

	Germany	ZSoA (Germany)
Male academic staff	166,211 (58.57%)	4,562 (56.16%)
Female academic staff	117,560 (41.43%)	3,561 (43.84%)
Total academic staff	283,771 (100.00%)	8,123 (100.00%)

Table 9: Representativity of gender (Germany)

The share of engineering sciences, law, economics and social sciences, and agricultural sciences corresponds to the shares of these subject groups in Germany (Table 10). Humanities, mathematics, and natural sciences are overrepresented, while medicine and health sciences are severely underrepresented.<sup>7</sup>

	Germany	ZSoA (Germany)
Humanities	20,183 (8.41%)	1,293 (16.62%)
Sports science	2,022 (0.84%)	– (0.00%)
Law, economics, and social sciences	44,392 (18.50%)	1,669 (21.45%)
Mathematics, natural sciences	44,760 (18.65%)	2,249 (28.90%)
Medicine, health sciences	63,225 (26.35%)	486 (4.96%)
Agricultural, forestry and food sciences, veterinary medicine	6,452 (2.69%)	148 (1.90%)
Engineering	51,161 (21.49%)	1,377 (17.69%)
Art, art history	7,384 (3.0%)	– (0.00%)
Other subjects	– (0.00%)	66 (8.48%)
Total academic staff	293,979 (100.00%)	7,782 (100.00%)

Table 10: Representativity of discipline groups (Germany)

**Representativity Austrian data** 31.10% of the respondents from Austria in the ZSoA are professors ( $n_{\text{Prof}} = 603$ ), and 68.90% belong to the group of other junior and senior academics ( $n_{\text{Other}} = 1,336$ ). Comparing these figures with the actual academic population (Table 11), it can be observed that professors are strongly overrepresented in the ZSoA, while other junior and senior academics are severely underrepresented.

	Austria	ZSoA (Austria)
Junior and senior academics	35,348 (86.57%)	1,336 (68.90%)
Professors	5,484 (13.43%)	603 (31.10%)
Total academic staff	40,832 (100.00%)	1,939 (100.00%)

Table 11: Representativity of status groups (Austria, universities only)

56.23% of the survey participants from Austrian universities were male, and 43.77% were female.<sup>6</sup> These data are similar to the gender distribution of the total population (Table 12). Unfortunately, STAT does not provide data on the distribution of subjects at Austrian universities, so the representativity cannot be compared here.

<sup>7</sup>The variable `status1` was used for estimation; see Section 3.6.7.

	Austria	ZSoA (Austria)
Male academic staff	42,478 (58.03%)	1,083 (56.23%)
Female academic staff	30,727 (41.97%)	843 (43.77%)
Total academic staff	73,205 (100.00%)	1,926 (100.00%)

Table 12: Representativity of gender (Austria, universities only)

**Representativity Swiss data** 21.35% of the respondents from Switzerland in the ZSoA are professors ( $n_{\text{Prof}} = 654$ ), and 78.65% belong to the group of other junior and senior academics ( $n_{\text{Other}} = 2,409$ ). Comparing these figures with the actual academic population (Table 13), it can be observed that professors are severely overrepresented in the ZSoA, while other junior and senior academics are severely underrepresented.<sup>8</sup>

	Switzerland	ZSoA (Switzerland)
Junior and senior academics	41,010 (90.05%)	2,409 (78.65%)
Professors	4,531 (9.95%)	654 (21.35%)
Total academic staff	45,541 (100.00%)	3,063 (100.00%)

Table 13: Representativity of status groups (Switzerland, universities only)

54.72% of the survey participants from Swiss universities were male, and 45.28% were female.<sup>6</sup> Male scientists are slightly underrepresented, while female scientists are slightly overrepresented (Table 14).

	Switzerland	ZSoA (Switzerland)
Male academic staff	27,758 (60.95%)	1,665 (54.72%)
Female academic staff	17,783 (39.05%)	1,378 (45.28%)
Total academic staff	45,541 (100.00%)	3,043 (100.00%)

Table 14: Representativity of gender (Switzerland, universities only)

To compare the representativity of the subject groups, the subject groups surveyed in the ZSoA had to be adapted to the subject classification of the BFS. Several subject groups had to be merged. Differences in the distribution of subjects can also be due to different classifications.

In its entirety, no subject group in the ZSoA correctly represents the proportion in the basic population of Switzerland. Humanities and social sciences, mathematics, and natural sciences are clearly overrepresented. Economics and law are slightly underrepresented. Medicine and engineering sciences are significantly underrepresented.

### 3.3 Collection of contact data

In order to collect the contact data of scientists in Germany, Austria, and Switzerland, we compiled an overview of the number of scientists at the various institutions. For the universities in Germany, we were able to draw on data from the German Federal Statistical Office (Destatis). For Austria and

<sup>8</sup>As before, the variable `status1` was used for estimation; see Section 3.6.7.

	Switzerland	ZSoA (Switzerland)
Humanities and social sciences	9,339 (20.51%)	1,146 (37.45%)
Economics	3,629 (7.97%)	164 (5.36%)
Law	2,449 (5.38%)	106 (3.46%)
Mathematics, natural sciences	12,410 (27.25%)	1,055 (34.48%)
Medicine	9,130 (20.05%)	172 (5.62%)
Technical sciences	7,027 (15.43%)	156 (5.10%)
Interdisciplinary and other subjects	897 (1.97%)	261 (8.53%)
Total academic staff	45,541 (100.00%)	3,060 (100.00%)

Table 15: Representativity of discipline groups (Switzerland, universities only)

Switzerland, such data were not available. The number of employees at Austrian and Swiss universities and universities of applied sciences was therefore researched manually for each individual institution by a student assistant. If no data were found, the number of research staff was estimated on the basis of information on similar institutions.

The research of addresses of academic staff in Germany was divided between the German Centre for Higher Education Research and Science Studies (DZHW) and the University of Zurich (UZH). The division was made at random. Both institutions researched a similar number of addresses. The detailed distribution of the universities can be found in the Appendix in Table A.17. The addresses of academic staff at Austrian and Swiss universities were researched by the University of Zurich alone. The actual research of e-mail addresses was carried out by student assistants. The research of the DZHW and the UZH followed the same template. However, there was one difference: In the DZHW's research, the gender of the person being researched was coded manually, whereas in the UZH's research, the gender was coded on the basis of the first names by an algorithm.

The student assistants proceeded as follows in their research: Via the website of the respective institution, the research assistants worked their way through the staff directories of all departments of the institution. In doing so, they entered the full name, title, and e-mail address of each of the university's academic staff into a table. Each student assistant researched between 10,000 and 15,000 contact details.

The contact details of universities in Germany were merged by the DZHW and the UZH. Both institutions each received 50% of the contact details of each university. For the Zurich Survey of Academics, 83,691 addresses from Germany, 29,788 addresses from Austria, and 36,972 addresses from Switzerland could be identified, which yielded a total of 150,451 addresses.

### 3.4 Timetable and organisation of the survey

The survey was conducted from 14 February 2020 to 30 April 2020, and each respondent received an invitation e-mail. This was followed by two reminders if the respondent had not yet completed the questionnaire at the time the reminders were sent out. The invitations and reminders were sent automatically 24 hours a day, 7 days a week. In each phase, the e-mails were sent in an iteratively staggered process.

The first invitations were sent out by e-mail from 14 February 2020. At the beginning, 25 mails per 15 minutes were sent; this was increased to 125 mails per 15 minutes. The sending of the first round

of invitations was completed on 06 March 2020. The first reminder was sent between 12 March 2020 and 31 March. The second reminder was sent between 07 April 2020 and 25 April 2020. The mailing was interrupted over the Easter holidays, 11 April 2020 to 13 April 2020.

A total of 149,607 scientists in Germany, Austria, and Switzerland were contacted. Of these, 83,679 were in Germany, 29,511 in Austria, and 36,417 in Switzerland. 134,288 scientists were contacted with reminder 1, and 125,058 scientists were contacted with reminder 2.

Overall, of 8,389 invitations could not be delivered (so-called "bounce mails"). These delivery errors may be due to e-mail addresses that were deactivated and incorrectly cleaned or retrieved.

### **3.5 COVID-19 pandemic**

The increased attention about the SARS-CoV-2 virus and the resulting disease COVID-19, as well as the policy of stay-at-home orders in Germany (22 March 2020), Austria (13 March 2020), and Switzerland (16 March 2020), occurred in the middle of the ZSoA's data-collection period. These measures were introduced following the classification of COVID-19 as a global pandemic by the World Health Organization (WHO). We investigated whether respondents who took part in the survey before the pandemic measures systematically differ in certain basic characteristics (age, gender, academic status, field, country, partnership, and number of children) from respondents who participated afterwards. We could not find any systematic differences that show that these respondent groups differ from each other (Raabe, Ehlert, Johann, & Rauhut, 2020). The ZSoA is therefore a possible data basis for studying the effects of lockdown measures in Germany, Austria, and Switzerland. One such study, for example, was written by Raabe et al. (2020), analyzing happiness and work and life satisfaction before and after the lockdown, using the ZSoA data.

### **3.6 Data-cleaning and data preparation**

The majority of the observations deleted by the data-cleaning and preparation process were respondents who started the survey, but stopped after only a few questions. Only a very small fraction of the observations were removed due to other complex cleaning rules. In the following, we describe the eight steps of the data-cleaning and preparation process in the order in which they were conducted. We first dealt with the identification of duplicate participants. The next step was to identify respondents who did not complete a significant part of the survey. The third step was to check the accuracy of the filter questions. Subsequently, the answers of the respondents were checked for plausibility. Further, we excluded ineligible respondents whom we identified by checking the open answers to the questions asking for the respondents' status and their contract type. Then, before recoding the data, the SC-IAT scores were calculated from the raw data. The last step of data preparation was the anonymization. For more detailed information about the data-cleaning and preparation process, please consult document B.4 *Documentation data-cleaning and preparation ZSoA* in the Appendix.

#### **3.6.1 Duplicate participants**

Because it is not uncommon in science to have several scientific affiliations at different universities, some people may have been invited several times via different e-mail addresses. We therefore



checked whether people participated in the survey more than once. For this purpose, a list of all occurrences of combinations of respondents with identical first and last names and titles who clicked at least on the survey invitation link was created. We manually checked whether name and title combinations were in fact the same person by matching photos and information about research interests and further affiliations on their websites. We decided to exclude all duplicate respondents who went past the data protection statement. Subsequently, 41 observations were deleted from the data set by the contractor *uzbonn*, which could be clearly identified as multiple participation.

### 3.6.2 Missing data

The aim of this step was to identify respondents who did not answer a significant part of the survey. For each respondent, we counted the number of missing values across all survey questions, excluding filter-dependent questions. In addition to skipped questions, the answer option “not specified” (German: “Keine Angabe”) was also counted as a missing value. Items within question batteries are counted as individual variables; thus, each sub-item within a series of questions is counted individually. We created an indicator variable for observations which have missing values on at least 31.25 of the 125 non-filtered variables (25%). We distinguish between people who completed the survey and people who discontinued their participation. Almost all respondents who had more than 25% missing values discontinued the survey; the majority even did so at the very beginning. Very few people who completed the questionnaire had more than 25% missing values. Overall, this led to the following results:

According to previous studies (e.g., Neufeld, Hinze, & Hornbostel, 2014), people who did not complete the survey and had at least 25% missing values were dropped immediately from the data set ( $n = 8,294$ ). People who did complete the survey and had at least 25% missing values were flagged in the variable `manymissings25completed` ( $n = 132$ ).

### 3.6.3 Filter questions

By navigating back and forth in the questionnaire, it was possible for respondents to answer filter-dependent questions first and change their answer to the filter question afterwards, leading to impossible filter and answer combinations. These filter paths were only cleared by the contractor *uzbonn* after completion of the first part of the questionnaire (part 1), but were not cleared when participants stopped the survey in between. We checked all filter-dependent questions and respective filter questions. Observations were dropped if at least one impossible filter-answer-combination occurred. In total, 31 additional observations were dropped from the data set.

### 3.6.4 Plausibility

To check the plausibility of the respondents’ answers, three types of plausibility assessments were performed: impossible answers, suspicious answers, and improbable answers.

Impossible answers were recoded at item level to `.i`. If more than three item-level recodings of impossible answers occurred, the person was removed from the data set. This did not occur. In addition, observations that were not assigned a country due to technical problems were deleted ( $n = 4$ ).

Suspicious answers are divided between respondents who have no variance in item batteries. Respondents were removed from the data set if they had a variance of 0 across all item batteries. 10 respondents were therefore removed from the data set. Furthermore, respondents who answered the questionnaire too quickly to be able to retrieve the information and respond adequately were removed. More specifically, respondents whose completion time was less than 800 seconds were deleted. 800 seconds was set as the threshold value because this corresponds to the fastest possible reading time of all questions and answers of the shortest questionnaire variant (see document B.4 in the Appendix for further information). 28 persons were consequently removed from the data set. Improbable answers were marked, but not deleted. Four persons were flagged due to improbable answers. The following answers and combinations of answers were flagged as improbable: (1) More than 18 children under the age of 30 and (2) a part-time contract with a workload of less than 1%.

### 3.6.5 Ineligible respondents

As a last cleaning step and using open-ended answers provided during the survey, we identify and exclude respondents who were not eligible with regard to the defined statistical population (see Section 3.1.1). We therefore inspect the questions asking for the employment position (V9 in Germany, V10 in Austria, and V11 in Switzerland) as well as the question asking about the employment type (V23). Answering these questions, respondents had the possibility to provide an individual open answer in case their personal answer had not been listed among the provided answers. We analyzed the content of all open answers to identify ineligible respondents. This includes, but is not limited to: administrative and technical staff, physicians, researchers not working at universities (in Germany), or not working at universities, colleges, or universities of applied sciences (in Austria and Switzerland), as well as student assistants and students. In the latter case, we checked whether they were currently working on a doctorate (V14), so as not to exclude doctoral students erroneously. Checking the question asking about the employment position and the employment type, overall we identified 194 ineligible respondents who were subsequently excluded from the sample.

### 3.6.6 SC-IAT scores

The IAT scores were calculated following the standard procedure suggested by Greenwald, Nosek, and Banaji (2003). The variable `Faulty_IAT` was created to flag observations with response times that indicate if respondents did not complete the IAT in a meaningful way. Thus, observations with more than 10% of their response time being faster than 300ms were flagged. Additionally, raw IAT scores (`IAT_Score_QRP_Raw` and `IAT_Score_FFP_Raw`) as well as adjusted IAT scores (`IAT_Score_QRP` and `IAT_Score_FFP`) were calculated. The adjusted SC-IAT scores were cleaned of very slow responses (following the standard procedure of deleting responses slower than 10,000ms).

### 3.6.7 Recoding

**Recoding of variable labels** The data labels provided by the contractor *uzbonn* did not always correspond to the original programming template. Additionally, special characters such as *Umlaute* were not displayed correctly. We manually compared the original programming template with the

provided data and modified variable and value labels when necessary. Special characters in variable and value labels were recoded accordingly.

**Recoding of employment position and type** As with the analysis of ineligible participants in Section 3.6.5, the open-ended responses were reviewed for variables V9 (employment position, Germany), V10 (employment position, Austria), V11 (employment position, Switzerland), and V23 (employment type). For the variables of employment positions, respondents who gave answers that could be sorted into the given categories were assigned to the original categories. To avoid overwriting data, new variables were created for this purpose (V9\_work, V10\_work, V11\_work). If there were changes regarding professors, variable V12 (V12\_work) was also updated.

Based on the newly generated variables, a standardized coding for academic status was also introduced. Two status variables were created for this purpose: `status1` and `status2`. Both status variables distinguish between pre-docs, post-docs, and professors. However, the variables differ in their coverage. `status1` covers the entire data set, while `status2` only includes persons who have a valid employment contract at or with an academic institution. Emeriti and persons without employment are therefore not covered in `status2`.

A similar approach was applied to variable V23, employment type. The open answers of the respondents were analyzed and – where possible – classified into the existing categories. Since not all answers could be placed in the predefined categories, new categories were created (see B.5 Codebook). In order not to overwrite any data, a new variable was created (V23\_work); see Table 16.

	V23	V23_work
Permanent contract	5,145 (32.61%)	5,175 (32.81%)
Fixed-term contract	9,461 (59.96%)	9,633 (61.07%)
Fixed-term contract, prospect of a permanent contract	520 (3.30%)	530 (3.36%)
Freelance, self-employed, fee-based	– (–%)	57 (0.36%)
Partly temporary, partly permanent	– (–%)	40 (0.25%)
Emeritus, retired	– (–%)	146 (0.93%)
Currently no contract	– (–%)	161 (1.02%)
Other	621 (3.94%)	– (–%)
Not specified	31 (0.20%)	32 (0.20%)
Sum	15,778 (100.00%)	15,774 (100.00%)

Table 16: Categories of V23 & V23\_work

### 3.6.8 Anonymization

The data delivered by the contractor *uzbonn* were pseudonymized and had yet to be anonymized. Following consultation with the University of Zurich’s data-protection department, the following variables were dropped from the data set, so as to ensure anonymity: V16 (year of first doctorate), `STARTED` (date of survey start), `Sprache` (language chosen by the respondent), `LastActivity_part1` (date of last answer in part 1), `LastActivity_IAT` (date of last answer in IAT), and `LastActivity_part2` (date of last answer in part 2).

### 3.7 Data-protection strategy and ethics commission

All the information provided by the participants is treated with strict confidentiality, in accordance with the legal provisions for data protection. The e-mail addresses collected are solely used to conduct the ZSoA by *uzbonn* and UZH, and will under no circumstances be passed on to unauthorized third parties. The data gathered will only be published in anonymized form. It will therefore not be possible to deduce any information about any participant personally in the publications.

Before data are shared with selected, authorized individuals, strict checks will be carried out to ensure that no information can be deduced about individuals. Thus, the research data will only ever be made available in anonymized form. Once the data have been irreversibly anonymized, respondents can no longer have their data deleted. After irreversible anonymization, it is no longer possible either to reverse a potential linkage with other data sources. Additionally, contact and survey data are stored separately. The confirmation of compliance with the principal rules of data protection of the UZH is attached to this report (see document B.3 Confirmation Department of Data Protection UZH in the Appendix).

Due to the sensitive nature of our data, we applied for approval of the ethics commission of the UZH and received approval in September 2019 (*Bewilligung Nr. 18.8.7*). For the application, see document B.1 Application for Approval Ethics Commission, and for the approval, see B.2 Approval of Ethics Commission in the Appendix.

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## 4 Appendix

### A Additional tables

#### Contents

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#### A.1 Overview of the vignette universe

Table 1: Overview of the vignette universe

Dimension	Levels	Description	# Levels
Gender composition	mmm, mmf, mfm, fmm, mff, fmf, ffm, fff	m = male; f = female	8
Status composition	ppp, ppd, pdp, dpp, pdd, dpd, ddp, ddd	p = professor; d = phd student	8
Contribution	equal, unequal		2
Alphabet	123, 132, 213, 231, 312, 321	1 = A-H; 2 = I-Q; 3 = R-Z	6
<b>Vignette Universe</b>			$8 \cdot 8 \cdot 2 \cdot 6 = 768$

## A.2 Abstract treatments

Table 2: Abstract treatments

<b>Abstract 1</b>	review frame	large sample	significant results
<b>Abstract 2</b>	review frame	large sample	insignificant results
<b>Abstract 3</b>	review frame	small sample	significant results
<b>Abstract 4</b>	review frame	small sample	insignificant results
<b>Abstract 5</b>	conference frame	large sample	significant results
<b>Abstract 6</b>	conference frame	large sample	insignificant results
<b>Abstract 7</b>	conference frame	small sample	significant results
<b>Abstract 8</b>	conference frame	small sample	insignificant results

## A.3 Sample size per questionnaire split

Table 3: Sample size per questionnaire split

Split	n	%	Split	n	%	Split	n	%	Split	n	%
1	118	0.75	33	113	0.72	65	108	0.68	97	128	0.81
2	119	0.75	34	122	0.77	66	123	0.78	98	131	0.83
3	117	0.74	35	106	0.67	67	123	0.78	99	115	0.73
4	113	0.72	36	136	0.86	68	120	0.76	100	124	0.79
5	118	0.75	37	119	0.75	69	141	0.89	101	116	0.74
6	119	0.75	38	123	0.78	70	136	0.86	102	126	0.8
7	132	0.84	39	123	0.78	71	142	0.9	103	118	0.75
8	109	0.69	40	108	0.68	72	108	0.68	104	126	0.8
9	126	0.8	41	140	0.89	73	131	0.83	105	131	0.83
10	138	0.87	42	121	0.77	74	119	0.75	106	139	0.88
11	117	0.74	43	137	0.87	75	132	0.84	107	124	0.79
12	127	0.8	44	124	0.79	76	121	0.77	108	124	0.79
13	118	0.75	45	119	0.75	77	120	0.76	109	130	0.82
14	144	0.91	46	139	0.88	78	122	0.77	110	121	0.77
15	135	0.86	47	152	0.96	79	125	0.79	111	131	0.83
16	121	0.77	48	120	0.76	80	127	0.8	112	139	0.88
17	121	0.77	49	117	0.74	81	132	0.84	113	103	0.65
18	130	0.82	50	122	0.77	82	125	0.79	114	112	0.71
19	122	0.77	51	107	0.68	83	122	0.77	115	123	0.78
20	129	0.82	52	120	0.76	84	118	0.75	116	111	0.7
21	123	0.78	53	127	0.8	85	144	0.91	117	146	0.93
22	127	0.8	54	119	0.75	86	122	0.77	118	116	0.74
23	106	0.67	55	123	0.78	87	107	0.68	119	121	0.77
24	111	0.7	56	135	0.86	88	138	0.87	120	140	0.89
25	119	0.75	57	117	0.74	89	112	0.71	121	116	0.74
26	108	0.68	58	115	0.73	90	140	0.89	122	132	0.84
27	87	0.55	59	111	0.7	91	109	0.69	123	113	0.72
28	121	0.77	60	127	0.8	92	107	0.68	124	118	0.75
29	133	0.84	61	112	0.71	93	144	0.91	125	124	0.79
30	131	0.83	62	128	0.81	94	124	0.79	126	134	0.85
31	117	0.74	63	113	0.72	95	128	0.81	127	125	0.79
32	127	0.8	64	120	0.76	96	123	0.78	128	130	0.82



## A.4 Allocation of the address research in Germany

University	Researched by	University	Researched by
Hochschule für Musik Dresden	DZHW	TU Hamburg-Harburg	UZH
Hochschule für Musik und Theater München	DZHW	Universität Leipzig (Medizinische Fakultät)	UZH
Hochschule für Musik, Theater und Medien Hannover	DZHW	Hochschule für Fernsehen und Film München	UZH
Universität Mainz	DZHW	Hochschule für Schauspielkunst Berlin	UZH
Universität Vechta	DZHW	Katholische Universität Eichstätt-Ingolstadt	UZH
Psychologische Hochschule Berlin	DZHW	Universität Freiburg i.Br.	UZH
PH Gmünd	DZHW	Philosophisch-Theologische Hochschule St. Augustin	UZH
Universität Hamburg	DZHW	Hochschule der bildenden Künste (HBK) Essen	UZH
Jacobs University Bremen	DZHW	Hochschule für Musik Detmold	UZH
Tierärztliche Hochschule Hannover	DZHW	European Business School (EBS) Oestrich-Winkel	UZH
Filmuniversität Babelsberg	DZHW	Universität Frankfurt a.M.	UZH
Universität Halle	DZHW	PH Freiburg i.Br.	UZH
Bauhaus-Universität Weimar	DZHW	Philosophisch-Theologische Hochschule Frankfurt a.M.	UZH
Universität Leipzig	DZHW	Universität Lüneburg	UZH
Universität Marburg	DZHW	Universität München	UZH
Theologische Fakultät Paderborn	DZHW	Hochschule für Musik Berlin	UZH
Universität Erlangen-Nürnberg	DZHW	Universität Paderborn	UZH
Staatliche Hochschule für Musik Trossingen	DZHW	EUF Europa-Universität Flensburg	UZH
TU Darmstadt	DZHW	Universität Lübeck	UZH
Hochschule für Musik Köln	DZHW	Universität Tübingen	UZH
Universitätsklinikum Gießen und Marburg	DZHW	DIU Dresden International University	UZH
Universität Augsburg	DZHW	Universität Bochum	UZH
Universität des Saarlandes, Saarbrücken	DZHW	Hochschule für Musik Würzburg	UZH
Universität Düsseldorf	DZHW	Universität Magdeburg	UZH
TU Dresden	DZHW	Staatliche Hochschule für Musik Karlsruhe	UZH
Hochschule für jüdische Studien Heidelberg	DZHW	Staatliche Hochschule für Gestaltung Karlsruhe	UZH
Hochschule für Musik und Theater Hamburg	DZHW	Hochschule für Bildende Künste Frankfurt a.M.	UZH
Hochschule für Musik, Saarbrücken	DZHW	TU Clausthal	UZH
Palucca Hochschule für Tanz Dresden	DZHW	Universität Wuppertal	UZH
Medizinische Hochschule Hannover	DZHW	Universität Greifswald	UZH
Bucerius Law School Hamburg	DZHW	Frankfurt School of Finance & Management	UZH
TU Ilmenau	DZHW	Kunsthochschule Berlin	UZH
Hochschule für Musik und Theater Leipzig	DZHW	PH Karlsruhe	UZH
Universitätsklinikum Schleswig-Holstein	DZHW	Augustana-Hochschule Neuendettelsau	UZH
Universität Gießen	DZHW	Robert-Schumann-Hochschule Düsseldorf	UZH
Staatliche Hochschule für Musik und Darstellende Kunst, Stuttgart	DZHW	Zeppelin Universität, Friedrichshafen	UZH

Universität Stuttgart	DZHW	Hochschule für Verwaltungswissenschaften Speyer	UZH
Universität Witten-Herdecke	DZHW	Theologische Fakultät Trier	UZH
Universität Siegen	DZHW	Universität Passau	UZH
Universität Rostock	DZHW	Hochschule für Kirchenmusik der Evangelisch-Lutherischen Landeskirche Sachsens	UZH
ESCP Europe Wirtschaftshochschule Berlin	DZHW	Charité Universitätsmedizin Berlin	UZH
Universität Osnabrück	DZHW	TU Kaiserslautern	UZH
KLU Kühne Logistics University	DZHW	Universität Dortmund	UZH
Hochschule für Musik und Theater Rostock	DZHW	Staatliche Akademie der Bildenden Künste Stuttgart	UZH
Hochschule für evangelische Kirchenmusik Bayreuth	DZHW	Bard College Berlin, Liberal Arts University	UZH
Universität Bremen	DZHW	Philosophisch-Theologische Hochschule Münster	UZH
Hochschule für Grafik und Buchkunst Leipzig	DZHW	Muthesius Kunsthochschule Kiel	UZH
Freie Hochschule Stuttgart, Seminar für Waldorfpädagogik	DZHW	TU Chemnitz	UZH
Universität Duisburg-Essen	DZHW	Akademie der Bildenden Künste Nürnberg	UZH
Kirchliche Hochschule Wuppertal/Bethel	DZHW	TH Aachen	UZH
Deutsche Hochschule der Polizei Münster	DZHW	Universität Kiel	UZH
Kunstakademie Münster	DZHW	Hochschule für Musik Nürnberg	UZH
Hochschule für Philosophie München	DZHW	Alanus Hochschule Alfter	UZH
Brandenburgische TU Cottbus-Senftenberg	DZHW	Hochschule für Gestaltung Offenbach	UZH
HHL Leipzig Graduate School of Management	DZHW	Deutsche Sporthochschule Köln	UZH
FU Berlin	DZHW	Hochschule für Bildende Künste Braunschweig	UZH
Medizinische Hochschule Brandenburg	DZHW	Universität Oldenburg	UZH
Fernuniversität Hagen	DZHW	Karlsruher Institut für Technologie (KIT)	UZH
Universität Mannheim	DZHW	Burg Giebichenstein Kunsthochschule Halle	UZH
Staatliche Hochschule für Musik Freiburg i.Br.	DZHW	Hochschule für Bildende Künste Hamburg	UZH
HafenCity Universität Hamburg	DZHW	Universität Bonn	UZH
Universität Hannover	DZHW	Theologische Fakultät Fulda	UZH
Hochschule für Musik Weimar	DZHW	Lutherisch-Theologische Hochschule Oberursel	UZH
Hertie School of Governance Berlin	DZHW	Universität Regensburg	UZH
Universität Hohenheim	DZHW	Kunsthochschule für Medien Köln	UZH
Staatliche Hochschule für Musik und Darstellende Kunst	DZHW	Ludwigsburg PH	UZH
Hochschule für Künste Bremen	DZHW	Folkwang-Hochschule Essen	UZH
Universität Jena	DZHW	Theologische Hochschule Friedensau	UZH
Universität Konstanz	DZHW	Universität der Bundeswehr München	UZH
Universität Würzburg	DZHW	Staatliche Akademie der Bildenden Künste Karlsruhe	UZH
Universität Hildesheim	DZHW	Universität Kassel	UZH
Universität der Künste Berlin	DZHW	Universität Trier	UZH

Evangelische Hochschule für Kirchenmusik Halle	DZHW	Theologische Hochschule Vallendar	UZH
International Psychoanalytic University Berlin	DZHW	Akademie der Bildenden Künste München	UZH
Universität Bayreuth	DZHW	Evangelische Hochschule Tabor, Marburg	UZH
Universität Münster	DZHW	Universität Bielefeld	UZH
Universität Heidelberg	DZHW	Helmut-Schmidt-Universität Hamburg	UZH
TU Berlin	DZHW	Universität Erfurt	UZH
Europa-Universität Viadrina Frankfurt (Oder)	DZHW	Hochschule der Bildenden Künste Saarbrücken	UZH
Universitätsmedizin der Universität Mainz	DZHW	Hochschule für Bildende Künste Dresden	UZH
PH Heidelberg	DZHW	TU Bergakademie Freiberg	UZH
ESMOD Internationale Kunsthochschule für Mode	DZHW	TU Braunschweig	UZH
Universität Bamberg	DZHW	Hochschule für Musik und Darstellende Kunst Frankfurt	UZH
Wissenschaftliche Hochschule für Unternehmensführung	DZHW	Universität Ulm	UZH
Kunstakademie Düsseldorf	DZHW	Humboldt-Universität Berlin	UZH
Dietzhölztal, Theologische Hochschule Ewersbach	DZHW	Berlin, Barenboim-Said Akademie	UZH
TU München	DZHW	Universität Köln	UZH
European School of Management and Technology	DZHW	Hochschule für Politik München	UZH
Universität Göttingen	DZHW	Hochschule für Kirchenmusik der evangelischen Kirche	UZH
TU Dresden (Medizinische Fakultät)	DZHW	Hochschule für Katholische Kirchenmusik und Musikpädagogik	UZH
Musikhochschule Lübeck	DZHW	Universität Koblenz-Landau	UZH
PH Weingarten	DZHW	Steinbeis-Hochschule Berlin	UZH
Universität Potsdam	DZHW	Freie Theologische Hochschule (FTH) Gießen	UZH

Table A.17: Allocation of the address research in Germany

## B Additional documents

The following table provides an overview of further documents that might be helpful and informative.

Table A.18: List of additional documents and description

Document Name	Description
Application form for approval	Full ethics application form for approval of a research project, which was sent to the ethics committee of the Faculty of Arts and Social Science, University of Zurich
Approval of ethics commission	Email exchange and written approval of the president of the ethics committee (Faculty of Arts and Social Science, UZH; Bewilligung Nr. 18.8.7)
Confirmation department of data protection UZH	Confirmation of the proper compliance of relevant and applicable data protection regulations by the Department of Data Protection of the University of Zurich
Documentation data-cleaning and preparation ZSoA	Complete documentation of the data-cleaning and preparation process
Documentation questionnaire and codebook	Full questionnaire including all accompanying documents such as invitation mails, data protection statements, reminder, etc.; with provision of answering codes for the individual items and descriptive frequencies

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### B.1 Application form for approval



**Formular**

**Antrag auf Genehmigung eines Forschungsvorhabens**

**Gestützt auf das «Antragsformular der Philosophisch-humanwissenschaftliche Fakultät der Universität Bern» und die «Checkliste für die ethische Beurteilung von psychologischen Forschungsvorhaben» der Schweizerischen Gesellschaft für Psychologie (SGP)**

Einzelantrag ☒

Gruppenantrag ☐

Veränderungsantrag ☐

(Genehmigungs-Nummer: )

**1. Allgemeine Angaben**

a. Name und Kontaktinformation der antragsstellenden Person	<b>Dr. David Johann (im Auftrag des Projekt-/ Studienleiters Prof. Dr. Heiko Rauhut)</b> <b>Universität Zürich, Soziologisches Institut</b> <b>Andreasstrasse 15, CH-8050 Zürich</b> <b>Email: johann@soziologie.uzh.ch</b> <b>Tel: +41 44 635 2360</b> <b>Raum: AND 5.44</b>
b. Name(n) der durchführenden Person(en), einschliesslich Kontaktinformationen	<b>Projektteam:</b> <b>Projektleiter:</b> <b>- Prof. Dr. Heiko Rauhut (UZH)</b> <b>Projektmitarbeiter*innen:</b> <b>- Dr. David Johann (UZH)</b> <b>- Julia Jerke (UZH)</b> <b>- Justus Rathmann (UZH)</b> <b>- Antonia Velicu (UZH)</b> <b>- Alexander Ehlert (UZH)</b>  <b>Kooperationspartner*innen:</b> <b>- Prof. Dr. Mike Schäfer (UZH)</b> <b>- Dr. Sabrina Heike Kessler (UZH)</b> <b>- Colin T. Smith (University of Florida/Project Implicit der Harvard University)</b> <b>- Jens Ambrasat (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung)</b>  <b>Mit der Umsetzung der Befragung beauftragtes Institut (dortiger Ansprechpartner):</b> <b>Claus Mayerböck (uzbonn – Gesellschaft für empirische Sozialforschung und Evaluation)</b>



c. Wer finanziert das Vorhaben (Forschungsträger)?	<b>SNF (Starting Grant)</b>
d. Zuständiges, übergeordnetes Fachorgan	<b>Soziologisches Institut, Philosophische Fakultät</b>
e. Teildisziplin	<b>Soziologie</b>
f. Thema/Titel des Vorhabens	<b>Zurich Survey of Academics</b>
<p>g. Zusammenfassung des Vorhabens (max. 1000 Zeichen)</p> <p><b>Im Rahmen des SNF-Projekts "Social norms, cooperation and conflict in scientific collaborations" (CONCISE) (Projektleitung: Prof. Heiko Rauhut) ist eine repräsentative, standardisierte Befragung von Wissenschaftler*innen an Hochschulen bzw. Universitäten in Österreich, Deutschland und der Schweiz geplant (wir nennen die Befragung "Zurich Survey of Academics"). Thematisch liegt der Fokus der Befragung vor allem auf (a) der Arbeits- bzw. Forschungssituation, (b) Autorschaftsnormen bzw. Autorschaftspraktiken, (c) Publikationsstrategien von Wissenschaftler*innen, (d) dem so genannten Publication Bias, (e) wissenschaftlichem Fehlverhalten sowie (f) Fragen der Wissenschaftskommunikation (mit Fokus auf "Mental Models" von guter Wissenschaftskommunikation). Zustimmung der Befragten vorausgesetzt, sollen die Befragungsdaten mit bibliometrischen Daten (und ggf. Informationen aus qualitativen Interviews, für die wir einen separaten Antrag stellen würden) verknüpft werden.</b></p>	
h. Zeitraum, für den Genehmigung beantragt wird	<b>Herbst 2019 bis Herbst 2021</b>
i. Verlangt der Forschungsträger eine Begutachtung des Vorhabens durch eine Ethikkommission?	<input type="checkbox"/> Ja <input checked="" type="checkbox"/> Nein
j. Verlangt der Forschungsträger oder die Gesetzgebung eine Registrierung des Vorhabens?	<input type="checkbox"/> Ja. Einschlägige Gesetzgebung: <input checked="" type="checkbox"/> Nein



## 2. Verfahren des Vorhabens

---

a. Teilnehmende (Angestrebte Anzahl, Geschlecht, Alter, Ausbildung, Gruppenzugehörigkeit  
**Im Rahmen des Zurich Survey of Academics werden im Herbst 2019 und/oder Winter 2019/2020 Wissenschaftler\*innen von Hochschulen in Österreich, Deutschland und der Schweiz befragt. Die Bruttostichprobe wird circa 150.000 bis 200.000 Wissenschaftler\*innen umfassen. Dafür wurden händisch die E-Mail Adressen des wissenschaftlich-künstlerischen Personals gesammelt, die auf den Webseiten der entsprechenden Hochschulen in den drei Ländern bereitgestellt sind. Aufgrund der bisherigen Erfahrungen mit Befragungen unter Forschenden, wird mit einer Rücklaufquote von circa 10% gerechnet, d.h. die Fallzahl des Zurich Survey of Academics 2019 wird voraussichtlich bei etwa 15.000 bis 20.000 liegen. Die Befragung soll repräsentativ für Wissenschaftler\*innen an Hochschulen/Universitäten in den drei Ländern sein. Die Befragung enthält einige Splits, d.h. nicht allen Teilnehmer\*innen werden alle Fragen gestellt.**

---

b. Welche Personendaten werden erhoben (Studienvariablen)?  
**Thematisch liegt der Fokus der Befragung vor allem auf (a) der Arbeits- bzw. Forschungssituation von Wissenschaftler\*innen, (b) Autorschaftsnormen bzw. Autorschaftspraktiken, (c) Publikationsstrategien von Wissenschaftler\*innen, (d) dem so genannten Publication Bias, (e) wissenschaftlichem Fehlverhalten sowie (f) Fragen der Wissenschaftskommunikation. Darüber hinaus werden Daten zu Alter, Geschlecht, Partnerschaft, Kinderzahl, Beschäftigungsposition und Arbeitsvertrag, Fachdisziplin, Art der Einrichtung, an der die Befragten tätig sind, sowie den erworbenen akademischen Graden (Promotion, Habilitation) erhoben (vgl. hierzu den Fragebogen).**

---

c. Wie werden die Teilnehmenden rekrutiert?  
**Die Befragten werden per E-Mail kontaktiert. Die Kontaktaufnahme wird vom beauftragten Institut (uzbonn) organisiert. Die Einladungs-E-Mails werden mit der Abteilung Datenschutzrecht der UZH abgestimmt.**

---

d. Wie werden die Teilnehmenden vor der Untersuchung informiert? *Bitte vollständiges Informations-material dem Antrag beifügen.*  
**Das Info-Material ist noch nicht erarbeitet. Sobald es vorliegt, wird es mit der Abteilung Datenschutzrecht der UZH abgestimmt.**

---

e. Wie ist die Durchführung der Studie aus der Sicht der Teilnehmenden gestaltet? *Bitte in separatem Dokument darstellen und dem Antrag beifügen.*  
**Die potentiellen Teilnehmenden werden per E-Mail zur Teilnahme eingeladen. Anschliessend wird ihnen elektronisch eine Einverständniserklärung präsentiert. Stimmen sie dieser zu, werden sie zur eigentlichen Online-Umfrage weitergeleitet, d.h. die Befragten füllen dann den Fragebogen an ihrem Rechner bzw. mobilen Endgerät aus (den Fragebogen haben wir dem Antrag angehängt). Gegen Ende des Fragebogens sollen die Befragten noch an einem Impliziten Assoziationstest (IAT) teilnehmen. Dieser ist in die Befragung integriert. Abschliessend fragen wir die Teilnehmenden, ob sie bereit wären, an Folgestudien teilzunehmen.**

---

f. Wie lauten die genauen Instruktionen während der Studiendurchführung? Welche Fragebögen werden verwendet? *Bitte in einem separaten Dokument die wortwörtlichen Instruktionen, Aufgaben oder Fragebögen darlegen und dem Antrag beifügen.*  
**Für den Fragebogen siehe Anhang.**

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g. Wie werden die Teilnehmenden nach Beendigung des Vorhabens informiert? Was wird wie rückgemeldet? *Bitte in dem separatem Dokument mit beifügen.*

**Es gibt keine individuelle Rückmeldung für die einzelnen Teilnehmer\*innen (ist bei repräsentativen, sozialwissenschaftlichen Befragungen unüblich), wir weisen die Befragten jedoch darauf hin, dass wir Informationen zur Studie auf der Webseite des Soziologischen Instituts der UZH zur Verfügung stellen werden.**

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### 3. Spezifische ethische Aspekte des Vorhabens

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a. Wird die Teilnahme an dem Vorhaben den Probanden vergütet oder bekommen sie eine Aufwandsentschädigung? *Wenn ja, was, wie viel?*

**In der Regel erhalten die Teilnehmer\*innen keine Vergütung. Die Befragung beinhaltet jedoch eine Abwandlung eines Würfelspiels (so genanntes "Dice Game"; im Fragebogen V108), mit dem gemessen werden soll, wie ehrlich die Respondent\*innen antworten. Im Rahmen dieser Frage/Aufgabe wird an eine\*n zufällig ausgewählte\*n Teilnehmer\*in ein Geldbetrag zwischen 1000 und 6000 CHF/EUR verlost.**

---

b. Wenn die Teilnahme als Studienleistung erbracht wird (z. B. obligatorische Versuchspersonenstunden), kann die Leistung durch andere alternative Leistungen ersetzt werden?

---

c. Ist die Freiwilligkeit der Teilnahme aufgrund einer informierten Einverständniserklärung gewährleistet? *Bitte Einverständniserklärung einreichen.*

**Ja. Die Einverständniserklärung liegt noch nicht vor. Sie wird vom ausführenden Institut erarbeitet und mit der Abteilung Datenschutzrecht der UZH abgestimmt.**

---

d. Können möglichen Teilnehmenden durch Nicht-Teilnahme Nachteile entstehen? *Wenn ja, welche?* **nein**

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e. Können Teilnehmende auch während des Vorhabens jederzeit ohne Angaben von Gründen und ohne Nachteile ihre Teilnahme zurückziehen?

**ja**

---

f. Bei Teilnehmenden unter 16 Jahren: Wird das schriftliche Einverständnis des gesetzlichen Vertreters eingeholt? *Bitte Einverständniserklärung einreichen.* **Es gibt keine Teilnehmenden unter 16 Jahren**

---

g. Ist die Teilnahme von eingeschränkt urteilsfähigen, urteilsunfähigen oder unmündigen Personen möglich oder vorgesehen?

**Wenn ja, bitte erläutern: nein**

---

h. Setzen sich die Teilnehmenden einem Risiko aus, welches mit einer Versicherung abgedeckt werden muss? *Wenn ja, welches Risiko besteht und welche Versicherung wurde abgeschlossen? Bitte allfällige Versicherungsunterlagen beifügen.*

**Es besteht das bei Befragungen übliche Risiko, dass zumindest bei manchen Teilnehmer\*innen über die Kombination recht spezifischer persönlicher Merkmale auf die Identität der Personen geschlossen werden könnte. Wir versuchen aber, entsprechende Merkmale/Informationen nur sparsam zu erheben, um die Gefahr zu minimieren. Eine Versicherung, die das Risiko abdeckt, gibt es bisher nicht.**

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#### 4. Belastungen während der Untersuchung

a. Wird die *physische Integrität* der Teilnehmenden tangiert (z. B. durch Einnahme von Arzneimitteln, Entnahme von Blut)? Können negative Folgen entstehen (z. B. Kopfschmerzen)? Wenn ja, bitte erläutern.

**nein**

b. Wird die *psychische Integrität* der Teilnehmenden tangiert (z. B. Konzentrationsfähigkeit, Induktion von negativen Emotionen)? Können negative psychische Folgen eintreten? Wenn ja, bitte erläutern.

**nein**

c. Wird durch die Teilnahme die *soziale Integrität* tangiert (z. B. die Teilnahme trägt zu einem schlechten Ruf bei). Können negative soziale Folgen entstehen? Wenn ja, bitte erläutern.

**So lange der Datenschutz gewahrt wird, nein**

d. Wenn Sie bei einer der Fragen 4a-c mit Ja geantwortet haben, gehen die Belastungen oder Folgen über das alltägliche Mass hinaus («minimal risk»)?

**nein**

e. Wenn Sie bei Frage 4d mit Ja geantwortet haben, geben Sie bitte eine Begründung für Ihr Vorgehen an und erläutern Sie die Schutzmassnahmen, die Sie für die Teilnehmenden treffen werden:

f. Werden die Teilnehmenden gebeten, persönliche Erfahrungen (z. B. belastende Erlebnisse), sensitive Informationen (z. B. sexuelles Verhalten, Drogenkonsum) oder Einstellungen (z. B. politische Präferenzen) preiszugeben?

**Wenn ja, bitte erläutern: Ja, die Befragten sollen Auskunft über mögliches wissenschaftliches Fehlverhalten in ihrer wissenschaftlichen Karriere geben. Ausserdem erheben wir die Zufriedenheit mit verschiedenen Bereichen des Lebens und fragen die Teilnehmer\*innen, ob sie in ihrer wissenschaftlichen Karriere Nachteile aufgrund bestimmter Merkmale (z.B. Geschlecht, Herkunft, sexuelle Orientierung) hinnehmen mussten.**

g. Werden die Teilnehmenden absichtlich unvollständig oder falsch (mit dem Ziel der Täuschung) über die Ziele und das Verfahren des Vorhabens informiert (z. B. durch manipulierte Rückmeldungen über Ihre Leistungen)?

**Wenn ja, bitte erläutern (insbesondere das «Debriefing»): nein**

h. Wird es notwendig sein, dass Personen an der Studie teilnehmen, ohne dies zu wissen und ohne informierte Einwilligung gegeben zu haben (z. B. verdeckte Beobachtung von Personen an nicht-öffentlichen Orten)?

**nein**

#### 5. Angaben zum Datenschutz

a. Sind Bild-, Film- oder Tonaufnahmen oder andere Verhaltensregistrierungen vorgesehen?

**Keine Bild-, Film- oder Tonaufnahmen**

b. Wie werden die erhobenen Daten anonymisiert?

**Das mit der Durchführung der Befragung beauftragte Institut wird angehalten, uns die Befragungsdaten exklusive der Kontaktdaten (Namen, Mail-Adressen) der befragten Personen zu übermitteln. Spezifische persönliche Merkmale, die im Rahmen der Befragung**



---

erhoben werden (z.B. Alter), sind für die Auswertung notwendig. Wir erheben entsprechende Merkmale aber sparsam, so dass ein Rückschluss auf die Identität der Teilnehmerr\*innen erschwert wird.

Sollten die Befragten einer weiteren Kontaktaufnahme (z.B. für eine Folgebefragung) oder der Verknüpfung der Befragungsdaten mit bibliometrischen Daten zustimmen, wird ein personalisierter Zuordnungsschlüssel erstellt. Dieser Zuordnungsschlüssel wird getrennt von den Befragungsdaten aufbewahrt und in einem passwortgeschützten Bereich auf dem Server der UZH gespeichert. Nur eine kleine Zahl von Projektmitarbeiter\*innen hat Zugriff auf den Zuordnungsschlüssel; diese werden über die Vertraulichkeit aufgeklärt. Der Zuordnungsschlüssel wird nur für die Verknüpfung der Daten verwendet und gelöscht, sobald er nicht mehr gebraucht wird.

Die Ergebnisse der Studie werden selbstverständlich ausschliesslich in anonymisierter Form in wissenschaftlichen Veröffentlichungen verwendet.

---

c. Wie wird die Vertraulichkeit der Daten gewährleistet?

**Die Daten werden auf dem Server der UZH gespeichert. Der Bereich auf dem Server ist passwortgeschützt. Zugriff auf die Daten haben -- neben der IT der UZH -- nur jene Personen, die an der Datenerhebung, -aufbereitung und -auswertung beteiligt sind.**

---

d. Können die Teilnehmenden das Vernichten ihrer Daten jederzeit verlangen?

**Solange die Daten nicht anonymisiert sind und sich die Personen im Datensatz über einen Zuordnungsschlüssel identifizieren lassen, kann jederzeit die Vernichtung der Daten verlangt werden.**

---

e. Werden erhobene Daten nach Ablauf einer bestimmten Zeit teilweise oder ganz gelöscht?

**eine Löschung ist nicht vorgesehen**

---

f. Beabsichtigen Sie, die Rohdaten auf einem öffentlichen Daten-Repository wie dem Open Science Framework zu veröffentlichen?

**nein**

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## **6. Einreichen des Antrags**

Senden Sie das vollständig ausgefüllte und unterzeichnete Antragsformular bitte an den Präsidenten der Ethikkommission (für psychologische und verwandte Forschung) der Philosophischen Fakultät.

Prof. Dr. Klaus Oberauer  
Universität Zürich  
Psychologisches Institut  
Binzmühlestrasse 14/22  
CH-8050 Zürich  
[k.oberauer@psychologie.uzh.ch](mailto:k.oberauer@psychologie.uzh.ch)

## **7. Ort, Datum und Unterschrift der Antragstellerin oder des Antragstellers**

Ort      Zürich



**Universität  
Zürich** <sup>UZH</sup>

**Philosophische Fakultät**  
Ethikkommission

Datum 20.08.2019

Unterschrift

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**B.2 Approval of ethics commission**

**Von:** "Klaus Oberauer" <k.oberauer@psychologie.uzh.ch>  
**Betreff:** RE: Ethikantrag  
**Datum:** 6. Dezember 2019 um 10:18:06 MEZ  
**An:** "David Johann" <david.johann@uzh.ch>

Guten Tag Herr Johann,  
vielen Dank für die Zusendung der Dokumente. Aus meiner Sicht ist das gut so; die Veränderungen am Fragebogen erfordern keinen weiteren Antrag an die Ethikkommission.  
Viele Grüsse  
Klaus Oberauer

Klaus Oberauer  
Präsident der Ethikkommission der Philosophischen Fakultät der Universität Zürich  
Psychologisches Institut  
Binzmühlestrasse 14/22  
8050 Zürich  
Email: [k.oberauer@psychologie.uzh.ch](mailto:k.oberauer@psychologie.uzh.ch)

**From:** David Johann <david.johann@uzh.ch>  
**Sent:** Donnerstag, 5. Dezember 2019 09:53  
**To:** Klaus Oberauer <k.oberauer@psychologie.uzh.ch>  
**Subject:** Re: Ethikantrag

Sehr geehrter Herr Prof. Oberauer,

es hat ein wenig gedauert, aber nun schicke ich Ihnen anbei die gewünschten (datenschutzrelevanten) Dokumente/Einverständniserklärungen.

Die Dokumente sind durchnummeriert: Zur Erläuterung:  
(1) Dieses Dokument beinhaltet die Einladungs-E-Mail.  
(2) Dieses Dokument beinhaltet die Informationen zum Datenschutz, die den Befragten vor Beginn der Befragung zur Verfügung gestellt werden.  
(3) Dieses Dokument beinhaltet die Einverständniserklärungen zur Verknüpfung der Daten, zur erneuten Kontaktaufnahme etc. Die entsprechenden Fragen werden am Ende der Befragung gestellt und finden sich auch im Fragebogen.  
(4) Dieses Dokument beinhaltet die Informationen, die den Befragten in Form eines PDFs im Kontext der Einverständniserklärungen zur Verfügung gestellt werden.  
Diese vier Dokumente sind mit der Abteilung Datenschutzrecht der UZH abgestimmt, die schriftliche Bestätigung liegt uns vor (ebenfalls im Appendix).

Da sich am Fragebogen noch ein paar Änderungen ergeben haben, habe ich den überarbeiteten Fragebogen ebenfalls dieser Mail angehängt. Ich denke aber, dass die Änderungen im zulässigen Rahmen sind, also nicht noch einmal extra von der Ethikkommission abgesegnet werden müssen.  
Falls doch ein neuer Antrag/ein Veränderungsantrag notwendig sein sollte, würde ich Sie bitten, uns dies kurz mitzuteilen.

Ich bedanke mich im Voraus recht herzlich für Ihre Mühen.

Mit besten Grüssen  
David Johann

**Von:** "Klaus Oberauer" <k.oberauer@psychologie.uzh.ch>  
**Betreff:** RE: Ethikantrag  
**Datum:** 4. September 2019 um 15:07:08 MESZ  
**An:** "David Johann" <david.johann@uzh.ch>

Sehr geehrter Herr Johann,  
danke für die Erläuterungen; die Einverständniserklärung können Sie mir dann einfach schicken, wenn sie fertig ist.  
viele Grüsse  
Klaus Oberauer

Klaus Oberauer  
Präsident der Ethikkommission der Philosophischen Fakultät der Universität Zürich  
Psychologisches Institut  
Binzmühlestrasse 14/22  
8050 Zürich  
Email: [k.oberauer@psychologie.uzh.ch](mailto:k.oberauer@psychologie.uzh.ch)

**From:** David Johann [<mailto:david.johann@uzh.ch>]  
**Sent:** Mittwoch, 4. September 2019 10:30  
**To:** Klaus Oberauer <k.oberauer@psychologie.uzh.ch>  
**Subject:** Re: Ethikantrag

Sehr geehrter Herr Oberauer,  
  
vielen Dank für Ihre Rückmeldung und die gute Nachricht.

Zu Ihrer Rückfrage: Mit "sparsamer" Erhebung personenbezogener Daten meinen wir, dass wir nur jene soziodemografischen bzw. persönlichen Merkmale erfragen, die wir unbedingt für unsere Auswertung benötigen. Anders ausgedrückt: Wir haben uns bewusst bei der Auswahl der soziodemografischen Merkmale beschränkt und z.B. auf die Abfrage des Habilitationsjahres oder des Zeitpunktes des ersten Studienabschlusses verzichtet, so dass ein Rückschluss auf die Identität der Teilnehmer\*innen nur schwer möglich ist.

Zur Auflage: Die finale Version der Einverständniserklärung liegt noch nicht vor, da diese noch mit dem beauftragten Institut bzw. der Abteilung Datenschutzrecht der UZH abgestimmt werden muss.  
Ich werde mich um eine schnellstmögliche Finalisierung der Einverständniserklärung bemühen und diese dann entsprechend Ihrer Auflage nachreichen.

Mit besten Grüssen  
David Johann

Am 02.09.2019 um 20:34 schrieb Klaus Oberauer <[k.oberauer@psychologie.uzh.ch](mailto:k.oberauer@psychologie.uzh.ch)>:

Guten Tag Herr Johann,

die Ethikkommission hat Ihren Antrag «Zurich survey of academics» mit einer Auflage und einer Nachfrage bewilligt (Bewilligung Nr. 18.8.7): Die Einverständniserklärung fehlt; wir bitten, diese noch nachzureichen. Nachfrage: Was bedeutet, dass personenbezogene Information nur "sparsam" erhoben wird?

*Die Abteilung Datenschutz und die Digital Society Initiative der Universität Zürich erstellen aktuell ein Tool, damit Forschende auf einfache Weise eine Übersicht zu Fragen von Datenschutz und Ethik Ihres Projekts erhalten können. Gerne wollen wir Sie einladen, mit Ihrer Studie als «Beta-Tester» dieses Tools mitzuwirken. Sie würden dann gemeinsam mit dem Entwickler-Team das Tool durchgehen, so dass dessen Verständlichkeit optimiert werden kann. Der Zeitaufwand beträgt etwa 30 Minuten. Bitte melden sie sich bei Interesse oder falls weitere Fragen vorliegen direkt bei Markus Christen ([christen@ethik.uzh.ch](mailto:christen@ethik.uzh.ch)). Wir danken Ihnen für Ihre Unterstützung.*

Ich wünsche Ihnen viel Erfolg für die Studie!

Herzliche Grüsse

Klaus Oberauer

Klaus Oberauer  
Präsident der Ethikkommission der Philosophischen Fakultät der Universität Zürich  
Psychologisches Institut  
Binzmühlestrasse 14/22  
8050 Zürich  
Email: [k.oberauer@psychologie.uzh.ch](mailto:k.oberauer@psychologie.uzh.ch)

### **B.3 Confirmation department of data protection UZH**





**Universität  
Zürich<sup>UZH</sup>**

## **Recht und Datenschutz**

Universität Zürich  
Recht und Datenschutz  
Hirschengraben 56  
CH-8001 Zürich  
[www.dsd.uzh.ch](http://www.dsd.uzh.ch)

UZH, Datenschutzrecht, Hirschengraben 56, CH-8001 Zürich

**Markus A. Golder, lic. iur. HSG, RA**  
Bereichsleiter Datenschutz  
Telefon +41 44 634 01 78  
[markus.golder@uzh.ch](mailto:markus.golder@uzh.ch)

Universität Zürich  
Prof. Dr. Heiko Rauhut  
Justus Rathmann, MSc  
Soziologisches Institut  
Andreasstrasse 15  
8050 Zürich

*To whom it may concern*

Zürich, 3. Dezember 2019

### **Forschungsprojekt «Social norms, cooperation and conflict in scientific collaborations (CONCISE)»**

Sehr geehrte Herren Rauhut und Rathmann

In meiner Funktion als Leiter der Abteilung Datenschutzrecht der Universität Zürich bestätige ich betreffend das Forschungsprojekt «Social norms, cooperation and conflict in scientific collaborations (CONCISE)» (S-64408-01-01), durchgeführt von der Forschungsgruppe um Prof. Heiko Rauhut des Soziologischen Instituts, gerne was folgt:

Ich bestätige hiermit, dass die Universität Zürich als selbständige Anstalt des öffentlichen Rechts des Kantons Zürich den verbindlichen Rechtsnormen zum Datenschutz des Kantons Zürich unterliegt und weitere interne Regelungen zur Einhaltung der anwendbaren Datenschutzgesetzgebung vorliegen (<https://www.dsd.uzh.ch/de/law-collection.html>).

Mit Entscheidung vom 26. Juli 2000 hatte die Europäische Kommission festgestellt, dass die Schweiz ein angemessenes Schutzniveau für personenbezogene Daten gewährleistet (Entscheidung Nr. 2000/518/EC vom 26. Juni 2000). Diese Entscheidung ist nach wie vor in Kraft.

Die Abteilung Datenschutzrecht der Universität Zürich und falls erforderlich auch der Datenschutzbeauftragte des Kantons Zürich (staatliche Aufsichtsbehörde der Universität Zürich, Web: <https://www.dsb.uzh.ch>) stellen die ordnungsgemässe Einhaltung der einschlägig anwendbaren Datenschutzgesetzgebung sicher. Betreffend das eingangs erwähnte Forschungsprojekt hat die Abteilung Datenschutzrecht die ihr vorgelegte Dokumentation zum Datenschutz überprüft, diese entspricht den gesetzlichen Anforderungen.

Freundliche Grüsse  
Universität Zürich  
Recht und Datenschutz

Markus A. Golder  
Bereichsleiter Datenschutzrecht

## **B.4 Documentation data-cleaning and preparation ZSoA**

## Documentation data-cleaning and preparation ZSoA

J. Jerke, J. Rathmann, A.Velicu

### 1. Duplicates

- Background: Removal of duplicate respondents, i.e., responde who have filled in the questionnaire more than once (persons with affiliation to more than one university may have more than one address in our data and have therefore received more than one invitation mail; theoretically, this gives them the opportunity to fill in the questionnaire more than once)
- Approach:
  - List with duplicate (or more frequent) names, where the questionnaire was also opened two or more times
  - Research the list (online on the websites) and check if name exists multiple times (check photos on website & fields of expertise)
  - Exclusion of all respondents who have started the questionnaire several times in terms of content (i.e., beyond the privacy statement)→ **41 observations were removed by survey research institute (uzbonn)**

### 2. Missing variables

- Background: Flagging respondents who have skipped/not answered too many questions
- Approach:
  - Individual counting of respondents' missing variables across all questions (excluding filter-dependent questions); items within batteries are counted as individual variables (=sub-items within batteries are counted individually)
  - Create an indicator variable for 25% missing variables of 125 variables (without filters)
    - `manymissings25 = 1` if more than 25% error values (31.25 missing variables)
      - More than 25% missing variables: N = 8.432, remaining N= 15.907
    - distinguishing between respondents who did not complete the first part of the survey and respondents who did complete it
      - More than 25% missing variables and completed survey: N=132
        - not dropped, but flagged (`manymissings25completed = 1`)
      - More than 25% missing variables and no completed survey: N=8.294 → deleted; counter for the number of deleted cases:  
**Dropobs = 8.294**
- Reference for missing data treatment:  
Neufeld, J., Hinze, S., & Hornbostel, S. (2014). Bericht zur Befragung des wissenschaftlichen Personals an österreichischen Hochschulen und außeruniversitären Forschungseinrichtungen. *Institut für Forschungsinformation und Qualitätssicherung (iFQ)*. Berlin. Available online at <http://www.forschungsinfo.de/Publikationen/Download/iFQ-FWF-Umfrage-Bericht.pdf>

### 3. Filter

- Background: by navigating back in the questionnaire, it is possible that respondents answer filter-dependent questions first and then go back and change the filter question afterwards; these filter paths were only cleaned by the survey research institute (uzbonn) if respondents had completed the questionnaire (part 1), but not if stopped before completion
- Approach:
  - control of all filters for the incomplete questionnaires
  - flagging of respondents who answer filter-dependent questions when the filter question should not have led them there

- Overview of the filters: Documents "Overview\_Filter.xlsx" under "C:\...\rauhut Dropbox\team\_projects\Survey\_Scientists\Fragebogen 2019\Datenbereinigung"
- flagged: Dropobsfil = 1 if at least one filter is wrong
- the table gives an overview over the cleaning process:

Variable	Value	Dependent variable	Flagged
Vcountry	Vcontry=1 Vcountry=2 Vcountry=3	V9 V10 V11	0 obs 0 obs 0 obs
V3	V3=1 V3=1	V4 V5	13 obs 12 obs
Additional Dropobs: 3 obs			
V6	V6=0 V6=1	V7 V8	7 obs 7 obs
Additional Dropobs: 1 obs			
V14	V14=1 OR V14=2 V14=1 V14=1 V14=1 V14=2 V14=1	V15 V16 V17 V18 V19 V20	8 obs 3 obs 5 obs 5 obs 3 obs 5 obs
Additional Dropobs: 1 obs			
V28	At least one Item V28 = 1	V128 (oder Ende3)	0 obs
Additional Dropobs: 0 obs			
V35	V35=2 V35=3 V35=4 V35=4	V36 V37 V38 V39	4 obs 6 obs 4 obs 2 obs
Additional Dropobs: 9 obs			
V41	V41 = 1 OR V41 = 3 V41 = 1 V41 = 1 OR V41 = 3 V41 = 1 OR V41 = 3	V42 V52 V69 V71	0 obs 1 obs 0 obs 0 obs
Additional Dropobs: 0 obs			
V52	V52=1 V52=1 V52=1 V52=1 V52=1	V53 V54 V55 V56 V66	2 obs 0 obs 0 obs 0 obs 0 obs
Additional Dropobs: 1 obs			
V56	V56>1 V56>1	V57 V59	0 obs 0 obs
Additional Dropobs: 0 obs			
V66	V66>1 V66>1	V67 V68	2 obs 2 obs
Additional Dropobs: 0 obs			
V71	V71=1 V71=1 V71=1 V71=1 V71=1 V71=1 V71=1	V72 V73 V74 V75 V76 V77 V79	9 obs 8 obs 4 obs 4 obs 4 obs 2 obs 1 obs
Additional Dropobs: 9 obs			
V121	V121=1 V121=1	V122 V123	0 obs 0 obs
Additional Dropobs: 0 obs			
V9, V10, V11	V9=1 OR V10=1 OR V11=1	V12	19 obs
Additional Dropobs: 4 obs			
V9, V10, V11	V9=1 OR V10=1 OR V11=1	V13	3 obs
Additional Flagged: 0 obs			
V71, V70	V71=1 AND V70=2, 3, 4, 5 OR 6	V78	1 obs
Additional Dropobs: 0 obs			
V115, V116	V115=1, 2 OR 3 OR V116=1, 2 OR 3	V117	1 obs
Additional Dropobs: 1 obs			
V115, V116	V115=4, 5 OR 6 OR V116=4, 5 OR 6	V118	2 obs
Additional Dropobs: 2 obs			

Total additional dropobs because of filter errors: 31  
**Total dropobs of manymissings and filter errors: 8.325**

#### 4. Plausibility checks

- Background: some respondents give unlikely/impossible answers or click through the questionnaire too quickly as to be taken seriously
- Approach:
  - a. Impossibilities:
    - i. If no country was allocated  
→ **Dropobs: 4 obs / additional dropobs: 4 / total dropobs: 8.329**
    - ii. If respondents claim a negative PhD duration  
→ flagged: 22 obs
    - iii. If PhD duration is larger or equal the age of respondents  
→ flagged: 2 obs
    - iv. Open question: mean how many authors on publications - answer: no authors on paper (V56)  
→ flagged: 22 obs
    - v. If contract (V24) is part-time, but respondents claimed 0 and 100 % (V24\_Prozent)  
→ flagged: 127 obs (0%) and 17 obs (100%)
    - vi. Real hours spent on science communication V31: where cut-off? **More than 50 hours/week?**  
→ flagged: 10 obs
    - vii. Preferable hours spent on science communication V32: where cut-off? **More than 50 hours/week?**  
→ flagged: 13 obs
  - Treatment of respondents with unrealistic answers:
    - Unit non response: deletion of complete case if respondent was flagged three or more times within ii. to vii. → result: no observation has been flagged three or more times
    - Item non response: deletion of individual answer in ii. to vii. If respondent was flagged two or fewer times: indicated by missing data code “.i.”
  - b. Suspicious (technical):
    - i. Item patterns within batteries:  
if all items are answered identically; respondents are excluded if this always happens; controlled by mean value of the variances of all answered batteries  
→ **Dropobs: 123 obs / additional dropobs: 10 / total dropobs: 8.339**
    - ii. Unrealistic quick respondents:  
Fastest person 132 seconds; slowest person 15.550; mean 2.179 seconds = 36 minutes  
Leiner 2019: exclude very fast responses 3 std of mean doesn't work  
Zhang/Conrad (2014): They set the speeding threshold as 300 milliseconds (msec) per word – a rough estimate of reading speed – multiplied by the number of words in the question. This is slower than the typical reading speed among college students for comprehension, which is about 200 msec per word (e.g., Carver 1992)  
→ We use 200 msec per words; the shortest possible version of our questionnaire (filter- & splitwise) is around 4000 words: 3992 words\*0,2 seconds = 798,4 seconds → our threshold is 800 seconds = 13,3 min  
→ Delete respondents with a total response time below 800 seconds  
→ **Dropobs: 34 obs / additional dropobs: 28 / total dropobs: 8.367**
  - c. Unlikely (content-related):
    - i. Very unlikely
      - 1. Many children compared to age  
→ flagged: 1 obs
      - 2. Part-time contract variable ( V24\_Prozent) is under 1%  
→ flagged: 3 obs

- ii. Logical checks (content related items): inconsistencies only if endpoints are contractionary and only flagged if respondents were unlogical over all of them (score)
  - 1. Science communication:
    - a. V29 Item 5 and V29 Item 1
    - b. V29 Item 1 and V29 Item 10
    - c. V29 Item 5 and V29 Item 11
    - d. V29 Item 12 and V29 Item 1
    - e. V29 Item 12 and V29 Item 5
    - f. V29 Item 1 and V30 Item 9
    - g. V29 Item 13 and V30 Item 9
  - 2. Writing down of unexpected results: V73 and V80 Item 4
  - 3. (General satisfaction and sub-dimensions of life satisfaction V25 and V 26)

Treatment of respondents with unlikely answers:

→ flag respondents who always gave unlikely answers (i. + ii.); result: no respondents were flagged

## 5. Ineligible respondents

- 1) Background: questions V9 (Germany) , V10 (Austria), and V11 (Switzerland) asked for the respondents' employment position; respondents had the option to tick "Other position in the academic sector, namely ..." and state their employment position in an open answer field in case it had not been listed among the provided answers
  - We analyzed the open answers to identify ineligible respondents; ineligible respondents include the following:
    - Administrative and technical staff
    - Physicians
    - Students (note: in order not to exclude doctoral students erroneously, we checked whether they were currently working on a doctorate (V14))
    - Researchers not working at a university or a university of applied sciences (in Austria and Switzerland)
    - Student assistants
    - Etc.
  - Ineligible respondents were then dropped
  - **Additional dropobs: 194/ total dropobs: 8.561**
- 2) Background: question V23 asks whether the employment contract was permanent or fixed-term; here, again, respondents had the option to provide an open answer in case the appropriate answer had not been listed
  - Respondents provided answers, such as that they were financed by research funding, that they currently did not have a contract, or that they had several contracts with different status, etc.
  - However, some respondents indicated that they were students; we checked whether they were currently working on a doctorate at the time (V14) and, if not, we excluded them
  - **Dropobs = 1 / Additional dropobs = 0 / total dropobs: 8.561**

**Final: Total dropobs = 8.561 / Remaining N = 15.778**

## 6. IAT score: preparation and cleaning

- Background: IAT scores were calculated based on Greenwald et al. (2003)
- Approach:
  - Variable Faulty\_IAT indicates a faulty IAT, >10% of an observation's response time is faster than 300ms
  - IAT A equals the QRP-IAT, IAT B equals the FFP-IAT
  - Raw IAT scores (IAT\_Score\_QRP\_Raw, IAT\_Score\_FFP\_Raw) contain the unadjusted IAT scores
  - IAT scores (IAT\_Score\_QRP, IAT\_Score\_FFP) contain the adjusted IAT scores. This means that response times > 10,000ms were deleted

## 7. Recoding

- Background: the delivered data from survey research institute (uzbonn) does not show the same variable values as in our questionnaire (programming template)
- Approach: comparison and alignment (manually) of data and questionnaire variable values

## 8. Anonymization

- Background: the data we have were not completely anonymized, respondents could be retraced (with their e-mails or via Google or websites)
- Approach: the following variables were dropped: V16 (year of first doctorate), STARTED (time when respondents started questionnaire), Sprache (language), LastActivity\_part1, LastActivity\_IAT, LastActivity\_part2

## References:

1. Neufeld, J., Hinze, S., & Hornbostel, S. (2014). Bericht zur Befragung des wissenschaftlichen Personals an österreichischen Hochschulen und außeruniversitären Forschungseinrichtungen. Institut für Forschungsinformation und Qualitätssicherung (iFQ). Berlin. Available online at: <http://www.forschungsinfo.de/Publikationen/Download/iFQ-FWF-Umfrage-Bericht.pdf>
2. Carver, R. P. (1992). Reading rate: Theory, research, and practical implications. *Journal of Reading*, 36(2), 84-95.
3. Leiner, D. J. (2019, December). Too fast, too straight, too weird: Non-reactive indicators for meaningless data in internet surveys. In *Survey Research Methods* (Vol. 13, No. 3, pp. 229-248).
4. Zhang, C., & Conrad, F. (2014, July). Speeding in web surveys: The tendency to answer very fast and its association with straightlining. In *Survey Research Methods* (Vol. 8, No. 2, pp. 127-135).

## **B.5 Documentation questionnaire and codebook**

Note: The documentation is also available in German on request.



# Zurich Survey of Academics 2020

## Documentation version 2.0

June 2021

H. Rauhut, D. Johann, J. Jerke, J. Rathmann, A. Velicu



**Universität  
Zürich**<sup>UZH</sup>

**Contact person at the University of Zurich**

Prof. Dr. Heiko Rahut and Antonia Velicu, MA

University of Zurich

Institute of Sociology

Website: <https://www.suz.uzh.ch/en/institute/professors/rahut/zurich-survey-of-academics.html>

Email: [velicu@soziologie.uzh.ch](mailto:velicu@soziologie.uzh.ch)

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## 1. Getting in contact

### 1.1. Invitation mail

(English version below)

[Personalisierte Anrede],

aktuelle Entwicklungen, wie beispielsweise die deutliche Zunahme von großen interdisziplinären Forschungsteams sowie das Erstarken der Open-Access-Bewegung und Forderungen nach mehr Transparenz in der Forschung, aber auch die Replikationskrise, stellen die moderne Wissenschaft vor neue Herausforderungen. Dies hat das Soziologische Institut der Universität Zürich zum Anlass genommen, das Umfragezentrum Bonn (uzbonn) damit zu beauftragen, eine Befragung unter Wissenschaftler/innen an Hochschulen in Deutschland, Österreich und der Schweiz (DACH-Region) durchzuführen. Ziel der Befragung ist es, detaillierte Einblicke in den Arbeitsalltag von Forschenden der DACH-Region zu erhalten und herauszufinden, wie Forschende mit Konflikten und steigendem Publikationsdruck umgehen. Die Befragung ist eingebettet in das Projekt „Social norms, cooperation and conflict in scientific collaborations“ (CONCISE), welches vom Schweizerischen Nationalfonds zur Förderung der wissenschaftlichen Forschung (SNF) gefördert wird (S-64408-01-01). Thematisch liegt der Fokus der Befragung insbesondere auf Autorschaftspraktiken, Publikationsstrategien, Wissenschaftskommunikation sowie wissenschaftlicher Integrität. Wir würden Sie gerne einladen, an dieser Befragung teilzunehmen.

Uns ist bewusst, dass Ihre Zeit knapp bemessen ist. Wir würden uns dennoch sehr freuen, wenn Sie bereit wären, an dieser etwa 35-minütigen Befragung teilzunehmen. Ihre Mitarbeit an dieser Befragung ist ausgesprochen wichtig für die Aussagekraft unserer Studie, damit wir ein möglichst repräsentatives Bild erhalten. Mit Ihrer Teilnahme helfen Sie, Arbeits- und Forschungsbedingungen im deutschsprachigen Wissenschaftssystem zu erforschen.

Aufgrund der verwendeten Befragungstechniken muss die Befragung an einem Endgerät mit Tastatureingabe (Computer oder Notebook) durchgeführt werden. Die Befragung kann jederzeit unterbrochen werden und durch erneutes Klicken auf Ihren persönlichen Link aus Ihrer Einladungsmail fortgesetzt werden. Die Befragung endet am 30.04.2020, von diesem Zeitpunkt an ist es nicht mehr möglich, die Befragung fortzusetzen.

Ihre Angaben werden selbstverständlich streng vertraulich behandelt. Die forschungsbezogenen Ergebnisse werden ausschließlich in anonymisierter Form in Veröffentlichungen verwendet.

Sie können die Befragung unter folgendem Link starten:

[Personalisierter Link]

Sollten Sie nicht an der Befragung teilnehmen wollen und wünschen, dass Ihre E-Mail-Adresse aus unserer Adressliste entfernt wird, klicken Sie bitte auf folgenden Link:

[Personalisierter Link]

Sollten Sie weitere Fragen zu dem Projekt haben, stehen meine Forschungsgruppe und ich Ihnen jederzeit sehr gerne per E-Mail zur Verfügung ([wissenschaftsforschung@soziologie.uzh.ch](mailto:wissenschaftsforschung@soziologie.uzh.ch)).

Mit freundlichen Grüßen

Prof. Dr. Heiko Rahut  
Professor für Sozialtheorie und quantitative Methoden  
Soziologisches Institut, Universität Zürich  
Andreasstrasse 15, CH-8050 Zürich

Website: <https://www.suz.uzh.ch/en/institute/professors/rahut/zurich-survey-of-academics.html>

Follow us on Twitter: @SurveyAcademics

\*\*\*\*\* English version \*\*\*\*\*

[Personalized address],

Recent developments, such as the significant increase in the number of large and interdisciplinary research teams, the strengthening of the open-access movement and calls for more transparency in research, but also the replication crisis, pose new challenges for modern science. This motivated the Institute of Sociology at the University of Zurich to commission the Umfragezentrum Bonn (uzbonn, Bonn Survey Centre) to conduct a survey among academics at universities in Germany, Austria and Switzerland (DACH region). The aim of the survey is to obtain in-depth insights into the everyday work of researchers in the DACH region and to learn how researchers deal with conflicts and increasing pressure to publish. The survey is part of the project "Social norms, cooperation and conflict in scientific collaborations" (CONCISE), which is funded by the Swiss National Science Foundation (SNSF) (S-64408-01-01). The thematic focus of the survey is on practices of authorship, publication strategies, science communication, and academic integrity. We would like to invite you to take part in this survey.

We are aware that your time is limited. Nonetheless, we would be delighted if you would be willing to take part in this survey, which will take around 35 minutes. Your participation in this survey is extremely important for the validity of our study, ensuring that our results are as representative as possible. By taking part, you will be helping to investigate conditions of work and research in the German-speaking academic system.

Because of the survey techniques used, the survey must be carried out on a device with a keyboard (PC or notebook). The survey can be interrupted at any time and continued by clicking again on your personal link from your invitation email. The survey ends on 30.04.2020; from this point on it is no longer possible to continue the survey.

It goes without saying that the information you give will be kept strictly confidential. The research-related results will only be used in anonymized form in publications.

You can start the survey using the following link:  
[Personalized link]

If you do not wish to take part in the survey, and would like to have your email address removed from our address list, please click on the following link:  
[Personalized link]

If you have any other questions about the project, my research group and I will be very happy to respond to email queries at any time ([wissenschaftsforschung@soziologie.uzh.ch](mailto:wissenschaftsforschung@soziologie.uzh.ch)).

Yours sincerely,

Prof. Dr. Heiko Rahut  
Professor of Social Theory and Quantitative Methods  
Soziologisches Institut, Universität Zürich  
Andreasstrasse 15, CH-8050 Zürich

Website: <https://www.suz.uzh.ch/en/institute/professors/rahut/zurich-survey-of-academics.html>  
Follow us on Twitter: @SurveyAcademics

## 1.2. Reminder 1

(English version below)  
[Personalisierte Anrede],

wir haben Sie kürzlich kontaktiert und Sie zur **Teilnahme an einer wissenschaftlichen Befragung** eingeladen.

Aktuelle Entwicklungen, wie beispielsweise die deutliche Zunahme von großen interdisziplinären Forschungsteams sowie das Erstarken der Open-Access-Bewegung und Forderungen nach mehr Transparenz in der Forschung, aber auch die Replikationskrise, stellen die moderne Wissenschaft vor neue Herausforderungen. Dies hat das Soziologische Institut der Universität Zürich zum Anlass genommen, das Umfragezentrum Bonn (uzbonn) damit zu beauftragen, eine Befragung unter Wissenschaftler/innen an Hochschulen in Deutschland, Österreich und der Schweiz durchzuführen.

Wir kontaktieren Sie erneut, **da Ihre Mitarbeit an dieser Befragung ausgesprochen wichtig für die Aussagekraft unserer Studie ist**. Mit Ihrer Teilnahme helfen Sie, Arbeits- und Forschungsbedingungen in der Wissenschaft zu erforschen. Uns ist bewusst, dass Ihre Zeit knapp bemessen ist. Wir würden uns dennoch sehr freuen, wenn Sie bereit wären, an dieser etwa 35-minütigen Befragung teilzunehmen.

Aufgrund der verwendeten Befragungstechniken muss die Befragung an einem Endgerät mit Tastatureingabe (Computer oder Notebook) durchgeführt werden. Die Befragung kann jederzeit unterbrochen werden und durch erneutes Klicken auf Ihren persönlichen Link aus Ihrer Einladungsmail fortgesetzt werden.

Die Befragung endet am 30. April 2020, von diesem Zeitpunkt an ist es nicht mehr möglich, an der Befragung teilzunehmen.

Die Teilnahme an der Befragung ist selbstverständlich **freiwillig**. Ihre Angaben werden streng vertraulich behandelt. Die forschungsbezogenen Ergebnisse werden ausschließlich in anonymisierter Form in Veröffentlichungen verwendet.

Sie können die Befragung unter folgendem Link starten:  
[Personalisierter Link]

Sollten Sie nicht an der Befragung teilnehmen wollen und wünschen, dass ihre E-Mail-Adresse aus unserer Adressliste entfernt wird, klicken Sie bitte auf folgenden Link:  
[Personalisierter Link]

Sollten Sie weitere Fragen zu dem Projekt haben, stehen meine Forschungsgruppe und ich Ihnen jederzeit sehr gerne per E-Mail zur Verfügung ([wissenschaftsforschung@soziologie.uzh.ch](mailto:wissenschaftsforschung@soziologie.uzh.ch)).

Mit freundlichen Grüßen

Prof. Dr. Heiko Rahut  
Professor für Sozialtheorie und quantitative Methoden  
Soziologisches Institut, Universität Zürich  
Andreasstrasse 15, CH-8050 Zürich

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Website: <https://www.suz.uzh.ch/en/institute/professors/rahut/zurich-survey-of-academics.html>  
Follow us on Twitter: @SurveyAcademics

\*\*\*\*\* English version \*\*\*\*\*

[Personalized address],

we have recently contacted you and invited you to **take part in a scientific survey**.

Recent developments, such as the significant increase in the number of large and interdisciplinary research teams, the strengthening of the open access movement and calls for more transparency in research, but also the replication crisis, pose new challenges for modern science. This motivated the Institute of Sociology at the University of Zurich to commission the Umfragezentrum Bonn (uzbonn, Bonn Survey Centre) to conduct a survey among academics at universities in Germany, Austria and Switzerland.

We contact you again, **since your participation in this survey is extremely important for the validity of our study**. By taking part, you will be helping to investigate conditions of work and research in the academic system. We are aware that your time is limited. Nonetheless, we would be delighted if you would be willing to take part in this survey, which will take around 35 minutes.

Because of the survey techniques used, the survey must be carried out on a device with a keyboard (PC or notebook). The survey can be interrupted at any time and continued by clicking again on your personal link from your invitation email.

The survey ends on April 30, 2020; from this point on it is no longer possible to take part in the survey.

Participation in the survey is of course **voluntary**. The information you give will be kept strictly confidential. The research-related results will only be used in anonymized form in publications.

You can start the survey using the following link:

[Personalized link]

If you do not wish to take part in the survey, and would like to have your email address removed from our address list, please click on the following link:

[Personalized link]

If you have any other questions about the project, my research group and I will be very happy to respond to email queries at any time ([wissenschaftsforschung@soziologie.uzh.ch](mailto:wissenschaftsforschung@soziologie.uzh.ch)).

Yours sincerely

Prof. Dr. Heiko Rahut  
Professor für Sozialtheorie und quantitative Methoden  
Soziologisches Institut, Universität Zürich  
Andreasstrasse 15, CH-8050 Zürich

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Website: <https://www.suz.uzh.ch/en/institute/professors/rahut/zurich-survey-of-academics.html>  
Follow us on Twitter: @SurveyAcademics

### 1.3. Reminder 2

(English version below)  
[Personalisierte Anrede],

vor einiger Zeit haben wir Sie eingeladen an unserer Befragung, dem **Zurich Survey of Academics**, teilzunehmen. Wir kontaktieren Sie erneut, da Ihre Mitarbeit an dieser Befragung ausgesprochen wichtig für die Aussagekraft unserer Studie ist.

Das Soziologische Institut der Universität Zürich hat das Umfragezentrum Bonn (uzbonn) damit beauftragt, die Befragung unter Wissenschaftler\*innen an Hochschulen in Deutschland, Österreich und der Schweiz durchzuführen. Der Fokus der Befragung liegt auf Autorschaftspraktiken, Publikationsstrategien, Wissenschaftskommunikation sowie wissenschaftlicher Integrität. Mit Ihrer Teilnahme helfen Sie daher, Arbeits- und Forschungsbedingungen im Wissenschaftssystem zu erforschen.

Uns ist bewusst, dass Ihre Zeit knapp bemessen ist und die Situation um SARS-CoV-2 uns alle vor große Herausforderungen stellt. Wir würden uns dennoch sehr freuen, wenn Sie bereit wären, an dieser etwa 35-minütigen Befragung teilzunehmen. Die Befragung ist noch bis zum 30.4. aktiv, bis dahin kann jederzeit daran teilgenommen werden.

Viele Wissenschaftler\*innen haben die Umfrage bereits ausgefüllt. Die Aussagekraft der Ergebnisse hängt ganz wesentlich davon ab, dass sich möglichst alle angeschriebenen Personen beteiligen. Daher ist Ihre Teilnahme ausgesprochen wichtig für uns.

Aufgrund der verwendeten Befragungstechniken muss die Befragung an einem Endgerät mit Tastatureingabe (Computer oder Notebook) durchgeführt werden. Die Befragung kann jederzeit unterbrochen werden und durch erneutes Klicken auf Ihren persönlichen Link aus Ihrer Einladungsmail fortgesetzt werden.

Die Teilnahme an der Befragung ist **freiwillig**. Ihre Angaben werden selbstverständlich streng vertraulich behandelt. Die forschungsbezogenen Ergebnisse werden ausschließlich in anonymisierter Form in Veröffentlichungen verwendet.

Sie können die Befragung unter folgendem Link starten:  
[Personalisierter Link]

Sollten Sie nicht an der Befragung teilnehmen wollen und wünschen, dass ihre E-Mail-Adresse aus unserer Adressliste entfernt wird, klicken Sie bitte auf folgenden Link:  
[Personalisierter Link]

Sollten Sie weitere Fragen zu dem Projekt haben, stehen meine Forschungsgruppe und ich Ihnen jederzeit sehr gerne per E-Mail zur Verfügung ([wissenschaftsforschung@soziologie.uzh.ch](mailto:wissenschaftsforschung@soziologie.uzh.ch)).

Mit freundlichen Grüßen

Prof. Dr. Heiko Rauhut  
Professor für Sozialtheorie und quantitative Methoden  
Soziologisches Institut, Universität Zürich  
Andreasstrasse 15, CH-8050 Zürich

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Website: <https://www.suz.uzh.ch/en/institute/professors/rauhut/zurich-survey-of-academics.html>  
Follow us on Twitter: @SurveyAcademics



\*\*\*\*\* English version \*\*\*\*\*

[Personalized address],

a while ago, we invited you to take part in our survey, the Zurich Survey of Academics. We contact you again, since your participation in this survey is extremely important for the validity of our study.

The Institute of Sociology at the University of Zurich has commissioned the Umfragezentrum Bonn (uzbonn, Bonn Survey Centre) to conduct this survey among academics at universities in Germany, Austria and Switzerland. The survey focuses on authorship practices, publication strategies, scientific communication and academic integrity. Thus, by taking part, you will be helping to investigate conditions of work and research in the academic system.

We are aware that your time is limited and that the situation surrounding SARS-CoV-2 is posing major challenges for us all. Nonetheless, we would be delighted if you would be willing to take part in this survey, which will take around 35 minutes. The survey is still active until the 30th of April, until then you may participate at any time. It is also possible to interrupt it at any moment and to resume at another time.

Many scientists have already completed the survey. The validity of the results strongly depends on the participation of as many contacted people as possible. Therefore, your participation is very important to us.

Because of the survey techniques used, the survey must be carried out on a device with a keyboard (PC or notebook). The survey can be interrupted at any time and continued by clicking again on your personal link from your invitation email.

Participation in the survey is **voluntary**. The information you give will be kept strictly confidential. The research-related results will only be used in anonymized form in publications.

You can start the survey using the following link

[Personalized link]

If you do not wish to take part in the survey, and would like to have your email address removed from our address list, please click on the following link:

[Personalized link]

If you have any other questions about the project, my research group and I will be very happy to respond to email queries at any time ([wissenschaftsforschung@soziologie.uzh.ch](mailto:wissenschaftsforschung@soziologie.uzh.ch)).

Yours sincerely

Prof. Dr. Heiko Rahut  
Professor für Sozialtheorie und quantitative Methoden  
Soziologisches Institut, Universität Zürich  
Andreasstrasse 15, CH-8050 Zürich

---

Website: <https://www.suz.uzh.ch/en/institute/professors/rahut/zurich-survey-of-academics.html>  
Follow us on Twitter: @SurveyAcademics

## 2. Data protection documents

### 2.1. Document privacy statement

#### **Survey of academics by the Institute of Sociology, University of Zurich – information on data protection**

##### **Who is collecting my personal data?**

The Umfragezentrum Bonn (uzbonn) – Gesellschaft für empirische Sozialforschung und Evaluation (Bonn Survey Centre - Institute for Empirical Social Research and Evaluation), Oxfordstraße 15, 53111 Bonn, Germany is conducting an online survey among academics in Germany, Austria and Switzerland, focusing on practices of authorship, publication strategies, science communication, and research integrity. uzbonn is working on behalf of the Institute of Sociology at the University of Zurich (SUZ), Andreasstrasse 15, 8050 Zürich, Switzerland. The survey is part of the project *Social norms, cooperation and conflict in scientific collaborations* (CONCISE), which is funded by the Swiss National Science Foundation (SNSF) (S-64408-01-01).

##### **Who can I contact if I have questions, or if I want to use my rights in accordance with the applicable data protection laws (in particular, EU GDPR and Swiss data protection laws)?**

For questions about content and methods, you are welcome to contact us at the following email address: [wissenschaftsforschung@soziologie.uzh.ch]. If you have questions about data protection or wish to assert your rights as an affected person (especially the right to access, rectify or erase details) (see also the section "Which (data protection) rights can I assert?"), please contact the member of staff responsible for data protection in this study, at the following email address: [datenschutz@uzbonn.de].

##### **For what purpose is my data being collected?**

The objective of the survey of academics is to find out more about practices of authorship, publication strategies, science communication, and research integrity. By taking part, you will be helping to investigate conditions of work and research in the German-speaking academic system. It is important to us to assess the views of all the relevant actors as comprehensively as possible. To achieve this we want to address you individually and send you an email invitation to the survey. This also enables us to ensure that the group of respondents consists solely of actors from the academic system.

##### **How is data protection guaranteed?**

Participation in the survey is voluntary. Your privacy and the protection of your data are of the utmost importance to us. All the information you provide will be treated with strict confidentiality, in accordance with the legal provisions for data protection. The email addresses collected will be used solely to conduct the above-mentioned survey by uzbonn and SUZ, and will under no circumstances be passed on to unauthorized third parties. It will therefore not be possible to deduce any information about you personally in the publications. The research data will be used solely for research purposes. The data gathered will only be published in anonymized form. Only authorized project staff will have access to the data. It is possible that the research data may be stored in a data archive accessible for other researchers, but in this case only irreversibly anonymized data will be archived. Before data is shared with selected, authorized individuals, strict checks will be carried out to ensure that no information can be deduced about individuals. Thus the research data will only ever be made available in anonymized form.

Once the data has been irreversibly anonymized, respondents can no longer have their data deleted. After irreversible anonymization it is also no longer possible to reverse a potential linkage with other data sources.

##### **What contact information is available to uzbonn, and where does this come from?**

In collaboration with the German Centre for Higher Education Research and Science Studies (DZHW), the SUZ has used manual online searching of freely accessible sources to obtain your name, your work email and your academic institution, in order to make contact with you. The search took place solely on the website of your institution.

**What is the legal basis for the use of the email addresses?**

In this context the SUZ is asserting a legitimate interest, in accordance with Article 6(1)(f) of the GDPR, to collect your contact information in order to make contact with you. The SUZ has delegated this process to the social research institute uzbonn, which also asserts legitimate interests in accordance with Article 6(1)(f) of the GDPR as its legal basis, since the conception and implementation of surveys is the core business of a social research institute.

**Will my contact information be passed on to the SNSF or third parties, or sent to third countries?**

Your contact information will not be shared in any way with uninvolved third parties. Your contact information will be collected solely by uzbonn and the SUZ, will be used to send you links to the questionnaire, and will be deleted once the survey is completed (see also the following section).

**When will the contact information be deleted?**

In the absence of any agreements to the contrary, the email addresses will be deleted by uzbonn and SUZ after completion of the field phase of the survey (by [DATUM] at the latest). If you are not interested in participating in our survey, and inform us by clicking on the respective link in our invitation email or by sending an email, your contact details will be deleted immediately.

**What (data protection) rights can I assert?**

**Right of access** (Art. 15 GDPR): You have the right to learn whether personal data concerning you is being processed by us. If this is the case, you have the right to obtain further information about the processing and a copy of your personal data processed by us.

**Right to rectification** (Art. 16 GDPR): If we are processing inaccurate personal information concerning you, you have the right to have this data corrected by us. If we are processing incomplete information, you have the right to demand that your data be completed.

**Right to erasure** ("right to be forgotten") (Art. 17 GDPR): You have the right to demand erasure of personal data concerning you without undue delay. Once the data has been irreversibly anonymized, respondents can no longer have their data erased. It is also no longer possible to reverse a potential linkage with other data sources after irreversible anonymization.

**Right to restriction of processing** (Art. 18 GDPR): According to Article 18 of the GDPR, you have the right to demand a restriction on the processing of your personal data.

**Right to data portability** (Art. 20 GDPR): You have the right to receive the personal data concerning you which you have provided to us for processing. You can also ask us to transfer this data to another responsible person.

**Right to lodge a complaint with a supervisory authority** (Art. 77 GDPR): You have the right to submit a complaint to a relevant supervisory authority. For example, to the authority responsible for uzbonn:

Landesbeauftragte für Datenschutz und Informationsfreiheit Nordrhein-Westfalen (LDI) (State Officer for Data Protection and Freedom of Information, North Rhine-Westphalia)

Postfach 20 04 44

40102 Düsseldorf

ph: 0211/38424-0

email: [poststelle@ldi.nrw.de](mailto:poststelle@ldi.nrw.de)

The authority responsible for the Institute of Sociology at the University of Zurich is:

Datenschutzbeauftragter des Kantons Zürich (Data Protection Officer of the Canton of Zurich)

Beckenhofstrasse 23

CH-8090 Zürich

<http://www.dsb.zh.ch>

## 2.2. Document privacy policy for storing contact details

### **Survey of academics by the Institute of Sociology, University of Zurich – data protection policy for the storage of contact information**

This data protection policy relates solely to your consent to the processing of your personal data. Your agreement, however, does not constitute a commitment to participate in any follow-up survey.

**What contact information is available to the Umfragezentrum Bonn (uzbonn) - Gesellschaft für empirische Sozialforschung und Evaluation (Bonn Survey Centre - Institute for Empirical Social Research and Evaluation), and where does this information come from?**

In collaboration with the German Centre for Higher Education Research and Science Studies (DZHW), the Institute of Sociology at the University of Zurich (SUZ), which commissioned this study, has used manual online searching of freely accessible sources to obtain your name, your work email and your academic institution, in order to make contact with you. The search covered institutions of higher education in Germany, Austria and Switzerland, and only used the website of your institution.

**Will my contact information be passed on to the SNSF or third parties, or sent to third countries?**

The email addresses collected will be used only to conduct the above-mentioned survey, by uzbonn and SUZ. Your contact information will not be passed on to any uninvolved third parties.

**When will the contact information be deleted?**

In the absence of any agreements to the contrary, the email addresses will be deleted by uzbonn and SUZ after completion of the field phase of the survey (by 30.04.2020 at the latest). If, at the end of the survey, you accept the data protection policy for the storage of your contact information for follow-up surveys, your contact information will not be deleted.

**How will the contact information be stored?**

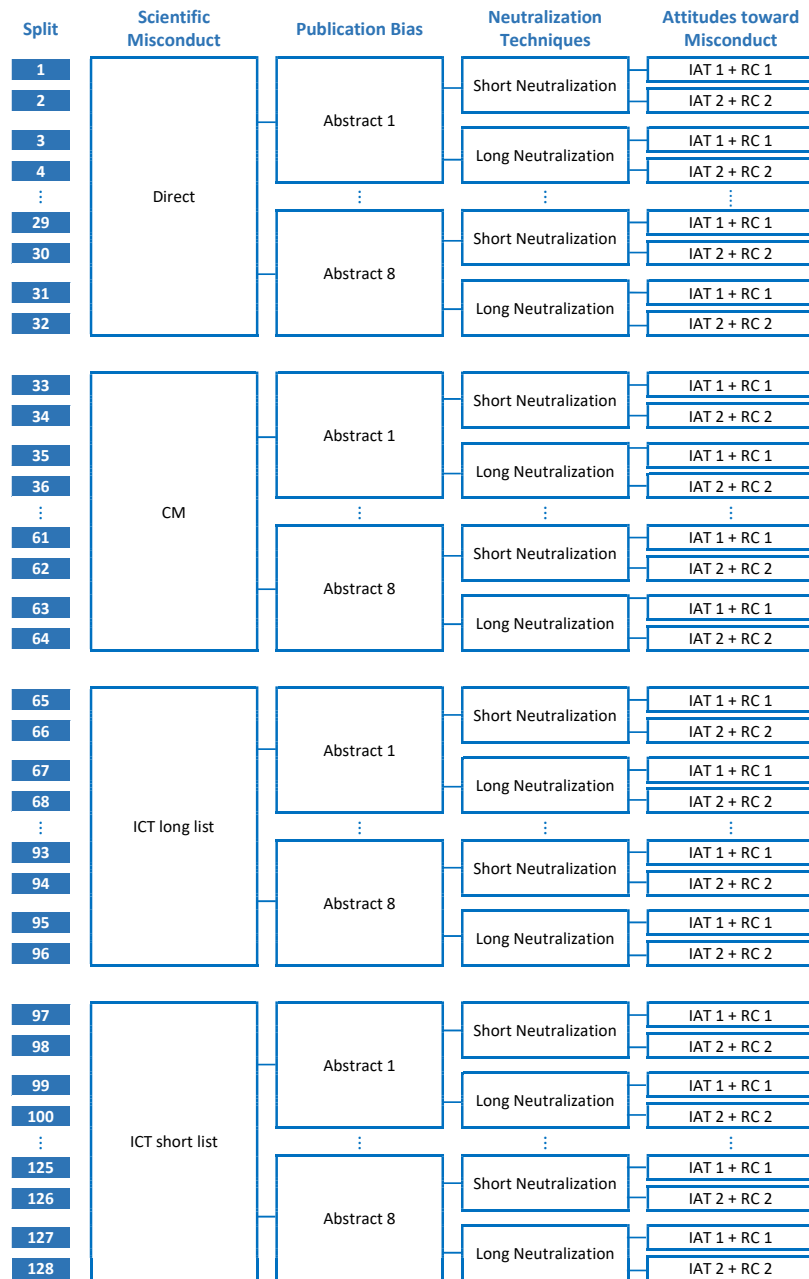
The contact information and your responses in the questionnaire will be stored in different databases. The email addresses will be pseudonymized with an identifier consisting of a pseudo-random string of characters, and will be stored separately from the questionnaire responses. Access to the stored data will always be via encrypted connections. In addition, data will be stored on encrypted media on server and computer systems. Corresponding hard drive encryption systems will be used.

The key will be stored separately from the survey data and in a password-protected area. Only a limited number of project staff will have access to this key, and they have been informed of its confidentiality. The key will only be used to link the data, and will be deleted as soon as it is no longer needed.

**Who can I contact if I have questions, or if I want to use my rights in accordance with the applicable data protection laws (in particular, EU GDPR and Swiss data protection laws)?**

For questions about content and methods, you are welcome to contact us at the following email address: [wissenschaftsforschung@soziologie.uzh.ch]. If you have questions about data protection or wish to assert your rights as an affected person (especially the right to access, rectify or erase details), please contact the member of staff responsible for data protection in this study, at the following email address: [datenschutz@uzbonn.de].

### 3. Split plan



## 4. Glossary

### 4.1. Contentual

Current employment position	V9, V10, V11, V12, V13, V14, V19, V21, V22, V23, V24, V26, V27
Everyday work environment	V27, V33, V34, V40, V81, V82
Work colleagues	V27, V45, V46, V47, V48, V49, V50, V51, V51, V81, V82
Personal data and professional position	V1, V2, V3, V4, V5, V6, V7, V8, V9, V10, V11, V12, V13, V14, V15, V16, V17, V18, V19, V20, V21, V23, V24, V51, V70, V71
Authorship and collaborations	V41, V42, V45, V46, V47, V48, V49, V50, V51, V52, V53, V54, V55, V56, V57, V58, V59, V60, V61, V62, V63, V64, V65, V66, V67, V68, V81, V82
Professional development	V14, V15, V16, V17, V18, V20, V70
Discrimination	V28
Pressure	V27, V81, V82
Family/ Partnership	V3, V4, V5, V6, V7, V8, V26
Behavioral games	V120, V121, V122, V123
Conflicts	V66, V67, V68
Country	Vcountry
Meta data	from page 120
Publication (strategies)	V42, V43, V44, V45, V46, V47, V48, V49, V50, V57, V65, V69, V70, V71, V72, V73, V74, V75, V76, V77, V78, V79, V80, V106, V107, V108, V109, V110, V111, V112, V113, V114, V115, V116, V117, V118
Publication bias	V80
Willingness to take risks	V43, V44
Science	V27, V33, V34
Scientific misconduct	V81, V82, V83, V84, V85, V86, V87, V88, V89, V90, V91, V92, V93, V94, V95, V96, V97, V98, V99, V100, V101, V102, V103, V104, V105, V119, V124, V125
Science communication	V29, V30, V31, V32, V35, V36, V37, V38, V39
Satisfaction	V25, V26

### 4.2. Methodical

Survey experiments:	
Publication bias: abstract experiment	V106, V107, V108, V109, V110, V111, V112, V113, V114, V115, V116, V117, V118
Authorship: Vignette Experiment	V61, V62, V63, V64, Seite 129
Scientific misconduct:	
Direct questions:	V83
Implicit association test:	109, V125, pages 120, 125
Indirect Questions (Item Count Technique):	V86, V87, V88, V89
Indirect Questions (Crosswise Model):	V84, V85
Neutralization techniques:	V81, V82, Seite 130
Rational Choice:	V90, V91, V92, V93, V94, V95, V96, V97, V98, V99, V100, V101, V102, V103, V104, V105
Explicit attitudes:	V119

## 5. Codebook

### 5.1. Survey<sup>1</sup>

#### Acknowledgement Data protection

[page 1 in questionnaire]

**Thank you** for agreeing to take part in our survey. Your participation in this survey is extremely important for the validity of our study. It will take about 35 minutes to answer the questionnaire. Because of the survey techniques used, we would ask you to complete the questionnaire on a device with a keyboard (e.g. a PC or notebook), since you will otherwise be unable to continue the survey.

Your participation in the survey is voluntary. You will not suffer any negative consequences if you do not participate. The survey can be interrupted at any time and continued at the same point by clicking again on your personal link from the invitation email. The survey ends on 30.04.2020; from this point on it is no longer possible to continue or begin the survey.

Before you can be directed to the questionnaire, we would ask you to familiarize yourself with our [data protection statement](#).

#### Information on data protection

It goes without saying that the legal provisions on data protection will be observed. In particular, we would like to highlight the following points:

- Naturally, the information you provide will be treated as strictly confidential. All survey data will be used solely for research purposes.
- The research-related findings will be used exclusively in anonymized and aggregated form in publications, so no information can be deduced about you personally.
- At no time will your contact information be processed together with your survey data without your prior consent.
- If you would prefer not to take part in this survey after all, you can click on the corresponding link in your invitation email to remove your contact details from our address list.
- You will find detailed information in our data protection statement.

☐ Yes, I have read and understood the information on data protection, and would like to take part in the survey.

#### Notes on the handling of the questionnaire

[page 2 in questionnaire]

**Please note the following information on answering the questionnaire:**

- If you do not wish to answer a question, you can skip it by clicking twice in succession on the "Next" button. After the first click, a message will appear saying that you have not answered the question; the second click will take you to the next question.
- If you clicked on an answer by mistake, you can undo it by again clicking on it.
- You also have the option of navigating within the questionnaire using the "Back" or "Next" buttons. Please do not use your browser's navigation tools!
- If you wish to interrupt the survey and continue at a later point in time, please use the "Stop" button. You can then use the link in our email at any time to log into the questionnaire again and to continue at the place where you stopped.
- The red information symbol ⓘ will show you additional information if you have JavaScript activated on your web browser. To do so, hover the mouse over the relevant terms.

#### For technical problems please contact:

Umfragezentrum Bonn  
[unizurich@uzbonn.de](mailto:unizurich@uzbonn.de)

#### For other questions please contact:

University of Zurich  
Institute of Sociology

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<sup>1</sup> All questions are based on own considerations, if not marked otherwise.

**V1. To begin with, we'd like to ask you for some information on yourself and your professional position. First, please state your gender.**

```
range: [1,4] missing .: 0/15,778
tabulation: Freq. Numeric Label
              8,790      1 1. Male
              6,882      2 2. Female
               91       3 3. Other
               15       4 4. No answer
```

---

**V2. How old are you?**

```
range: [1,6] missing .: 0/15,778
tabulation: Freq. Numeric Label
              3,224      1 1. Younger than 30
              6,265      2 2. Between 30 and 39
              2,759      3 3. Between 40 and 49
              2,325      4 4. Between 50 and 59
              1,198      5 5. 60 or older
               7         6 6. No answer
```

---

**V3. Are you currently in a committed relationship?**

```
range: [0,2] missing .: 0/15,778
tabulation: Freq. Numeric Label
              3,094      0 0. No
             12,517      1 1. Yes
               167      2 2. No answer
```

---

**V4. [IF V3= 1] Do you live with your partner?**

```
range: [0,2] missing .: 3,261/15,778
tabulation: Freq. Numeric Label
              2,127      0 0. No
             10,372      1 1. Yes
                 18      2 2. No answer
              3,261      .
```

---

**V5. [IF V3= 1] Does your partner also work as an academic?**

```
range: [0,2] missing .: 3,261/15,778
tabulation: Freq. Numeric Label
              9,195      0 0. No
             3,305      1 1. Yes
                 17      2 2. No answer
              3,261      .
```

---

**V6. Do you have children?**

```
range: [0,2] missing .: 0/15,778
tabulation: Freq. Numeric Label
              9,228      0 0. No
             6,430      1 1. Yes
               120      2 2. No answer
```

---



**V7. [IF V6 = 0] Would you like to have children one day, or do you not want children?<sup>2</sup>**

```

range: [1,99] missing .: 6,550/15,778
tabulation: Freq. Numeric Label
              4,793      1  1. I'd like to have children one day
              1,394      2  2. I don't want children
              1,955      3  3. I'm undecided
              1,063      4  4. No answer
                   23     99 99. No answer (Softreminder)
              6,550      .

```

**V8. [IF V6= 1] How many children do you have and how old are they?**

```

Item 1   Number of children aged 0-6
Item 2   Number of children aged 7-12
Item 3   Number of children aged 13-17
Item 4   Number of children aged 18 and over
0.....0
1.....1
2.....2
3.....3
4.....4
5 or more.....5

```

**V8\_Item 1\_GV1 Number of children aged 0-6**

```

range: [0,6] missing .: 9,348/15,778
tabulation: Freq. Numeric Label
              3,410      0  0. 0
              1,916      1  1. 1
                874      2  2. 2
                 83      3  3. 3
                  2      4  4. 4
                   5      5  5. 5 or more
                 140      6  6. No answer
              9,348      .

```

**V8\_Item 2\_GV Number of children aged 7-12**

```

range: [0,6] missing .: 9,348/15,778
tabulation: Freq. Numeric Label
              4,441      0  0. 0
              1,250      1  1. 1
                524      2  2. 2
                 36      3  3. 3
                  2      4  4. 4
                   1      5  5. 5 or more
                 176      6  6. No answer
              9,348      .

```

<sup>2</sup> Based on the Monitor Familienleben 2010 (Institut für Demoskopie Allensbach)

**V8\_Item 3\_GV      Number of children aged 13-17**

```
range: [0,6] missing .: 9,348/15,778
tabulation: Freq. Numeric Label
4,963 0 0. 0
913 1 1. 1
336 2 2. 2
19 3 3. 3
1 4 4. 4
1 5 5. 5 or more
197 6 6. No answer
9,348 .
```

**V8\_Item 4\_GV      Number of children aged 18 and over**

```
range: [0,6] missing .: 9,348/15,778
tabulation: Freq. Numeric Label
4,098 0 0. 0
785 1 1. 1
974 2 2. 2
360 3 3. 3
97 4 4. 4
27 5 5. 5 or more
89 6 6. No answer
9,348 .
```

---

**V9.      [IF Vcountry = 1]  
Please tell us your current employment position. If you are already retired or  
have emeritus status, please indicate this.**

```
range: [1,9] missing .: 7,596/15,778
tabulation: Freq. Numeric Label
1,264 1 1. Professor
369 2 2. Akademische/r Raetin/Rat (Research
associate with civil servant status)
5,692 3 3. Wissenschaftliche/r
Mitarbeiter/in (Research associate)
17 4 4. Kuenstlerisch-wissenschaftliche/
r Mitarbeiter/in (Artistic research
associate)
147 5 5. Lehrkraft fuer besondere
Aufgaben (Specific task teacher)
193 6 6. Currently no employment relationship
in the academic sector (this includes
Privatdozent/inn/en (private lecturers)
who are not employed by a university)
88 7 7. Emeritus status/retired
411 8 8. Other position in the academic
sector, namely: _____
1 9 9. No answer
7,596 .
```

---

**V9\_other1      Other position in the academic sector, namely:**

```
type: string (strL)
unique values: 246 missing "": 0/15,778
```

---

**V9\_other1\_Codes      No answer for V9\_other1**

```
range: [1,1] missing .: 15,776/15,778
tabulation: Freq. Numeric Label
2 1 1. No answer
15,776 .
```

---

**V10. [IF Vcountry = 2]**  
**Please tell us your current employment position. If you are already retired or have emeritus status, please indicate this.**

```

range: [1,7] missing.: 13,007/15,778
tabulation: Freq. Numeric Label
              926      1 1. Professor
              53      2 2. Wissenschaftliche/r
                  Raetin/Rat (Research associate with
                  civil servant status)
            1,324      3 3. Wissenschaftliche/r
                  Mitarbeiter/in (Research associate)
              42      4 4. Kuenstlerisch-wissenschaftliche/
                  r Mitarbeiter/in (Artistic research
                  associate)
              59      5 5. Currently no employment
                  relationship in the academic sector
              72      6 6. Emeritus status/ retired
              295      7 7. Other position in the academic
                  sector, namely:_____
            13,007      .

```

---

**V10\_other1 Other position in the academic sector, namely:**

```

type: string (strL)
unique values: 186 missing "": 0/15,778

```

---

**V10\_other1\_Codes No answer for V10\_other1**

```

range: [1,1] missing.: 15,776/15,778
tabulation: Freq. Numeric Label
              2      1 1. No answer
            15,776      .

```

---

**V11. [IF Vcountry = 3]**  
**Please tell us your current employment position. If you are already retired or have emeritus status, please indicate this.**

```

range: [1,9] missing.: 10,953/15,778
tabulation: Freq. Numeric Label
              1,085      1 1. Professor
              232      2 2. Privatdozent/in mit
                  Anstellungsverhaeltnis (Private lecturer
                  with an employment contract)
            1,303      3 3. Wissenschaftliche/r
                  Mitarbeiter/in (Research associate)
              296      4 4. Oberassistent/in (Senior research
                  Associate)
              771      5 5. Assistent/in (Research assistant)
              106      6 6. Currently no employment relationship
                  in the academic sector (this includes
                  Privatdozent/inn/en (private lecturers)
                  who are not employed by a university)
              90      7 7. Emeritus status/retired
              940      8 8. Other position in the academic
                  sector, namely:_____
              2      9 9. No answer
            10,953      .

```

---

**V11\_other1 Other position in the academic sector, namely:**

```

type: string (strL)
unique values: 365 missing "": 0/15,778

```

---

**V11\_other1\_Codes No answer for V11\_other1**

```
range: [1,1] missing .: 15,777/15,778
tabulation: Freq. Numeric Label
              1      1 1. No answer
            15,777      .
```

---

**Status1<sup>3</sup>**

```
range: [0,2] missing .: 0/15,778
tabulation: Freq. Numeric Label
              6,489      0 predoc
              6,014      1 postdoc
              3,275      2 professor
```

---

**Status2<sup>4</sup>**

```
range: [0,2] missing .: 674/15,778
tabulation: Freq. Numeric Label
              6,279      0 predoc
              5,557      1 postdoc
              3,268      2 professor
              674      .
```

---

**V12. [IF V9 = 1 OR V10 = 1 OR V11 = 1]  
What kind of a professorship is this?**

```
range: [1,12] missing .: 12,503/15,778
tabulation: Freq. Numeric Label
              2,093      1 1. „Ordentliche“ bzw. „Planmäßige“ Professur
              228      2 2. Extraordinariate bzw. Außerordentliche
              89      3 3. Juniorprofessur (Junior professor)
              178      4 4. Assistenzprofessur (Assistant professor)
              308      5 5. Assoziierte Professur (Associate professor)
              33      6 6. Vertretungsprofessur/Gastprofessur (Visiting
              20      7 7. Gemeinsame Berufung (Joint appointment at
              20      8 8. Stiftungsprofessur (Endowed chair)
              58      9 9. Außerplanmäßige Professur (Supernumerary
              33      10 10. Honorarprofessur (Honorary professor)
              212      11 11. Other kind of professorship
              3      12 12. No answer
            12,503      .
```

---

**V13. [IF V9 = 1 OR V10 = 1 OR V11 = 1]  
Please state the year in which you were first appointed as a professor.**

```
range: [1950,2020] units: 1
unique values: 43 missing .: 12,567/15,778
```

---

<sup>3</sup> Item was not asked but generated from other items. *Status1* is based on a broader definition of academic status and reflects whether a person has a professorial title or, if not, is in the process of obtaining or has obtained a doctoral degree.

<sup>4</sup> Item was not asked but generated from other items. *Status2* is based on a narrower definition of academic status. Building on *Status2*, emeritus professors and respondents without employment contracts are excluded. It should be noted that respondents on a free work contract basis remain included.

```

mean: 2008.64
std. dev: 7.94387

percentiles: 10% 25% 50% 75% 90%
              1998 2003 2010 2015 2018

```

---

#### V13\_Codes No answer for V13

```

range: [1,1] missing .: 15,714/15,778
tabulation: Freq. Numeric Label
              64      1 1. No answer
              15,714 .

```

#### V14. Have you completed a doctorate?

```

range: [1,4] missing .: 0/15,778
tabulation: Freq. Numeric Label
              9,073      1 1. Yes
              5,690      2 2. No, but I'm currently working on my
                  doctorate
              1,010      3 3. No, and I'm not currently working on
                  A doctorate
                   5      4 4. No answer

```

---

#### V15. [IF V14 = 1 OR 2]

##### In what year did you begin your (first) doctorate?

```

range: [1950,2020] missing .: 1,107/15,778
mean: 2007.68 std. dev: 11.2358
percentiles: 10% 25% 50% 75% 90%
              1990 2001 2012 2016 2018

```

---

#### V15\_Codes No answer for V15

```

range: [1,1] missing .: 15,684/15,778
tabulation: Freq. Numeric Label
              94      1 1. Keine Angabe
              15,684 .

```

---

#### V16. [IF V14 = 1] Please also state the year in which you completed your (first doctorate).<sup>5</sup>

```

range: [1950,2020] missing .: 6,765/15,778
mean: 2006.27 std. dev: 11.1152
percentiles: 10% 25% 50% 75% 90%
              1990 1999 2009 2015 2018

```

---

#### V16\_Codes No answer for V16

```

range: [1,1] missing .: 15,718/15,778
tabulation: Freq. Numeric Label
              60      1 1. Keine Angabe
              15,718 .

```

---

<sup>5</sup> Is irreversibly removed in the process of anonymization.

**V17. [IF V14 = 1] In which country did you do your doctorate? (If you have more than one doctorate, please give the country of your first doctorate)<sup>6</sup>**

range: [1,258]

missing .: 6,784/15,778

1. - No answer -	24
8. American Samoa	1
15. Argentina	5
16. Armenia	2
19. Ethiopia	1
20. Australia	28
26. Belgium	32
36. Brazil	12
40. Bulgaria	4
41. Burkina Faso	1
43. Chile	4
44. China, People's Republic	17
49. Denmark	16
50. German Democratic Republic	73
51. Germany	4,230
58. Estonia	1
62. Finland	15
63. France	267
73. Greece	9
85. Hong Kong	5
86. India	20
89. Iraq	1
90. Iran, Islamic Republic	3
91. Ireland	14
93. Israel	14
94. Italy	211
96. Japan	19
100. Yugoslavia	1
104. Canada	50
117. Korea, Republic (South Korea)	8
119. Croatia	7
120. Cuba	1
124. Latvia	4
128. Liechtenstein	1
130. Luxemburg	5
133. Malawi	1
144. Mexico	7
146. Moldova, Republic	1
157. New Zealand	8
159. Netherlands	104
167. Norway	9
169. Austria	1,367
179. Poland	13
180. Portugal	8
182. Republic of China (Taiwan)	3
185. Romania	4
186. Russian Federation	39
195. Saudi Arabia	2
196. Sweden	24
197. Switzerland	1,731
199. Serbia	4
204. Singapore	4
206. Slovakia	4
207. Slovenia	10
209. Spain	89
216. South Africa	3
223. Syria, Arab Republic	1
232. Czech Republic	15
233. Czechoslovakia	1
235. Turkey	8

---

<sup>6</sup> ISO 3166-1 Coding

239. USSR		2
241. Ukraine		11
242. Hungary		19
243. United States Minor Outlying Island		2
245. Uzbekistan		1
248. Venezuela		2
250. United States of America		217
251. United Kingdom or Great Britain		236
258. Another country		17
.		6,705

---

**V18. [IF V14 = 1] And in what field did you do your doctorate?<sup>7</sup>**

range: [1,20]

missing .: 6,705/15,778

1. Humanities		1,806
2. Education		352
3. Psychology		429
4. Social Sciences		732
5. Economics		421
6. Law		206
7. Biology		1,145
8. Medicine		393
9. Agriculture, forestry and veterinary science		183
10. Chemistry		443
11. Physics		691
12. Mathematics		363
13. Earth sciences		427
14. Mechanical engineering and production technology		157
15. Thermal engineering/ process engineering		47
16. Materials science and materials technology		84
17. Computer science, systems technology and electrical engineering		443
18. Civil engineering and architecture		129
19. Other field		620
20. No answer		2
.		6,705

---

**V19. [IF V14 = 2] And in what field are you doing your doctorate?<sup>8</sup>**

range: [1,20]

missing .: 10,088/15,778

1. Humanities		647
2. Education		298
3. Psychology		292
4. Social Sciences		457
5. Economics		433
6. Law		129
7. Biology		533
8. Medicine		131
9. Agriculture, forestry and veterinary science		96
10. Chemistry		336
11. Physics		306
12. Mathematics		167
13. Earth sciences		173
14. Mechanical engineering and production technology		260
15. Thermal engineering/ process engineering		86
16. Materials science and materials technology		88
17. Computer science, systems technology and electrical engineering		591

---

<sup>7</sup> List taken from:

[https://www.dfg.de/download/pdf/dfg\\_im\\_profil/gremien/fachkollegien/amtsperiode\\_2016\\_2019/fachsystematik\\_2016-2019\\_de\\_grafik.pdf](https://www.dfg.de/download/pdf/dfg_im_profil/gremien/fachkollegien/amtsperiode_2016_2019/fachsystematik_2016-2019_de_grafik.pdf)

<sup>8</sup> List taken from:

[https://www.dfg.de/download/pdf/dfg\\_im\\_profil/gremien/fachkollegien/amtsperiode\\_2016\\_2019/fachsystematik\\_2016-2019\\_de\\_grafik.pdf](https://www.dfg.de/download/pdf/dfg_im_profil/gremien/fachkollegien/amtsperiode_2016_2019/fachsystematik_2016-2019_de_grafik.pdf)

18. Civil engineering and architecture		133
19. Other field		535
20. No answer		1
.		10,088

---

**V20. [IF V14 = 1] Have you completed a habilitation?**

range:	[1,4]	missing .:	6,705/15,778
tabulation:	Freq.	Numeric	Label
	2,566	1	1. Yes
	1,580	2	2. No, but I'm currently working on my habilitation
	4,886	3	3. No, and I'm not currently working on a habilitation
	41	4	4. No answer
	6,705	.	.

---

**V21. At what type of institution do you mainly work as an academic at present?**

range:	[1,11]	missing .:	0/15,778
	1. University		12,051
	2. Technical university		1,133
	3. School of medicine		220
	4. Pädagogische Hochschule (Teacher training college)		473
	5. School of theology		25
	6. College of art/music		187
	7. Non-university research institute		500
	8. Private university		82
	9. Fachhochschule (University of applied sciences)		914
	10. Other		173
	11. No answer		20
	.		0

---

**V22. What would you describe as your field of research?**

range:	[1,20]	missing .:	0/15,778
	1. Humanities		2,455
	2. Education		846
	3. Psychology		709
	4. Social Sciences		1,468
	5. Economics		865
	6. Law		344
	7. Biology		1,605
	8. Medicine		777
	9. Agriculture, forestry and veterinary science		271
	10. Chemistry		679
	11. Physics		932
	12. Mathematics		561
	13. Earth sciences		590
	14. Mechanical engineering and production technology		390
	15. Thermal engineering/ process engineering		156
	16. Materials science and materials technology		261
	17. Computer science, systems technology and electrical engineering		1,146
	18. Civil engineering and architecture		294
	19. Other field		1,421
	20. No answer		8

---

**V23. Is your present employment contract permanent or fixed-term?**

range:	[1,5]	missing .:	0/15,778
tabulation:	Freq.	Numeric	Label



5,145	1	1. Permanent
9,461	2	2. Fixed-term
520	3	3. Fixed-term, but there is a prospect Of it being made permanent
621	4	4. Other, namely:
31	5	5. No answer

---

### V23\_other1 Other Type of fixed-term contract (open specification)

type: string (strL)  
unique values: 447 missing "": 0/15,778

---

### V23\_other1\_Codes No answer for V23\_other1

range: [1,1] missing .: 15,774/15,778  
tabulation: Freq. Numeric Label  
4 1 1. No answer  
15,774 .

---

### V23\_work<sup>9</sup>

range: [1,8] missing .: 4/15,778  
tabulation: Freq. Numeric Label  
5,175 1 1. Permanent  
9,633 2 2. Fixed-term  
530 3 3. Fixed-term, but there is a prospect of  
it being made permanent  
57 4 4. Freelance, self-employed, fee-based  
32 5 5. No answer  
40 6 6. Partly fixed-term, partly permanent  
146 7 7. emeritus, retired  
161 8 8. Currently no contract  
4 .

---

### V24. Do you have a full-time or part-time contract?

range: [1,3] missing .: 0/15,778  
tabulation: Freq. Numeric Label  
9,709 1 1. Full-time contract  
5,817 2 2. Part-time contract, namely:\_\_\_ (%)  
252 3 3. No answer

---

### V24\_Prozent Part-time in \_\_\_% (offene Angabe)

range: [.01,98] missing .: 96/15,778  
mean: 61.6933 std. dev: 17.213  
percentiles: 10% 25% 50% 75% 90%  
50 50 65 75 80

---

### V24\_Prozent\_Codes No answer for V24\_Prozent

range: [1,1] missing .: 15,748/15,778  
tabulation: Freq. Numeric Label  
30 1 1. No answer

---

<sup>9</sup> Item was not asked, but is an expanded version of the item V23 asked in the survey. The evaluation of the open responses (V23\_other1) resulted in higher numbers of cases in the existing categories as well as additional categories.

15,748

.

---

**V25. All in all, how satisfied or unsatisfied are you currently with your life?<sup>10</sup>**

```

range: [-5,5] missing .*: 39/15,778
-5. Totally unsatisfied | 62
-4 | 133
-3 | 380
-2 | 587
-1 | 372
0 | 521
1 | 713
2 | 2,112
3 | 4,510
4 | 4,998
5. Totally satisfied | 1,351

```

---

**V26. And how satisfied or unsatisfied are you with the following areas of your life:**

- Item 1 Work
- Item 2 Family
- Item 3 Work-life balance
- Item 4 Leisure
- Item 5 Health
- Item 6 Sex life

```

Totally unsatisfied.....-5
□.....-4
□.....-3
□.....-2
□.....-1
□.....0
□.....1
□.....2
□.....3
□.....4
Totally satisfied .....5

```

**V26\_Item 1\_GV Work**

```

range: [-5,5] missing .*: 134/15,778
-5. Totally unsatisfied | 193
-4 | 444
-3 | 694
-2 | 800
-1 | 477
0 | 624
1 | 1,042
2 | 2,347
3 | 3,656
4 | 3,990
5. Totally satisfied | 1,377

```

---

<sup>10</sup> Taken from Rattinger et al. (2015).

**V26\_Item 2\_GV      Family**

range: [-5,5]      missing .\*: 439/15,778

-5. Totally unsatisfied	76
-4	137
-3	230
-2	353
-1	314
0	665
1	641
2	1,460
3	2,605
4	4,475
5. Totally satisfied	4,433

**V26\_Item 3\_GV      Work-life balance**

range: [-5,5]      missing .\*: 195/15,778

-5. Totally unsatisfied	315
-4	445
-3	719
-2	986
-1	840
0	1,189
1	1,062
2	1,914
3	2,840
4	3,202
5. Totally satisfied	2,171

**V26\_Item 4\_GV      Leisure**

range: [-5,5]      missing .\*: 305/15,778

-5. Totally unsatisfied	291
-4	396
-3	643
-2	874
-1	782
0	1,115
1	1,287
2	2,221
3	2,975
4	3,071
5. Totally satisfied	1,828

**V26\_Item 5\_GV      Health**

range: [-5,5]      missing .\*: 373/15,778

-5. Totally unsatisfied	107
-4	155
-3	332
-2	519
-1	590
0	793
1	757
2	1,527
3	2,715
4	4,534
5. Totally satisfied	3,376

**V26\_Item 6\_GV      Sex life**

```
range: [-5,5] missing .*: 2,876/15,778
-5. Totally unsatisfied | 506
-4 | 432
-3 | 603
-2 | 651
-1 | 487
0 | 1,341
1 | 749
2 | 1,299
3 | 2,085
4 | 2,657
5. Totally satisfied | 2,092
```

---

**V27.      How much do you agree with the following statements about your working conditions in academia?<sup>11</sup>  
[ITEMS RANDOMIZED]**

- Item 1      I enjoy considerable autonomy in my everyday working life  
Item 2      I am given opportunities for continuing subject-related and professional development  
Item 3      My salary is too low  
Item 4      My work is meaningful  
Item 5      Academia offers me long-term opportunities for advancement  
Item 6      My work environment is pleasant and collegial  
Item 7      The competition among those working in my discipline is intense  
Item 8      In my subject area, there is considerable pressure to publish  
Item 9      In my subject area, there is considerable pressure to attract third-party funding  
Item 10     My workload is excessive

Don't agree at all ..... 1  
☐ ..... 2  
☐ ..... 3  
☐ ..... 4  
☐ ..... 5  
Agree completely..... 6

**V27\_Item 1\_GV1      I enjoy considerable autonomy in my everyday working life**

```
range: [1,7] missing .: 0/15,778
tabulation: Freq.    Numeric    Label
174           1    1. Don't agree at all
499           2
890           3
2,224          4
5,965          5
5,987          6    6. Agree completely
39            7    7. No answer
```

---

<sup>11</sup> Based on the "Good Work" index of the DGB and the DZHW scientist survey 2016 (Neufeld/Johann 2016).

**V27\_Item 2\_GV1 I am given opportunities for continuing subject-related and professional development**

range: [1,7]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	609	1	1. Don't agree at all
1,324	2		
	1,871	3	
	3,156	4	
	4,781	5	
	3,928	6	6. Agree completely
	109	7	7. No answer

**V27\_Item 3\_GV1 My salary is too low**

range: [1,7]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	2,598	1	1. Don't agree at all
3,441	2		
	2,763	3	
	2,719	4	
	2,211	5	
	1,940	6	6. Agree completely
	105	7	7. No answer

**V27\_Item 4\_GV1 My work is meaningful**

range: [1,7]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	302	1	1. Don't agree at all
	928	2	
	1,697	3	
	3,280	4	
	5,290	5	
	4,228	6	6. Agree completely
	53	7	7. No answer

**V27\_Item 5\_GV1 Academia offers me long-term opportunities for advancement**

range: [1,7]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	3,353	1	1. Don't agree at all
	3,830	2	
	2,865	3	
	2,593	4	
	1,913	5	
	1,041	6	6. Agree completely
	183	7	7. No answer

**V27\_Item 6\_GV1 My work environment is pleasant and collegial**

range: [1,7]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	439	1	1. Don't agree at all
	936	2	
	1,419	3	
	2,783	4	
	5,421	5	
	4,734	6	6. Agree completely
	46	7	7. No answer

**V27\_Item 7\_GV1 The competition among those working in my discipline is intense**

```

range: [1,7] missing.: 0/15,778
tabulation: Freq. Numeric Label
1,105 1 1. Don't agree at all
2,584 2
2,721 3
3,382 4
3,376 5
2,516 6 6. Agree completely
94 7 7. No answer

```

**V27\_Item 8\_GV1 In my subject area, there is considerable pressure to publish**

```

range: [1,7] missing.: 0/15,778
tabulation: Freq. Numeric Label
484 1 1. Don't agree at all
1,011 2
1,685 3
3,042 4
4,716 5
4,760 6 6. Agree completely
80 7 7. No answer

```

**V27\_Item 9\_GV1 In my subject area, there is considerable pressure to attract third-party funding**

```

range: [1,7] missing.: 0/15,778
tabulation: Freq. Numeric Label
1,045 1 1. Don't agree at all
1,428 2
1,849 3
2,844 4
4,112 5
4,306 6 6. Agree completely
194 7 7. No answer

```

**V27\_Item 10\_GV1 My workload is excessive**

```

range: [1,7] missing.: 0/15,778
tabulation: Freq. Numeric Label
891 1 1. Don't agree at all
1,956 2
2,992 3
3,711 4
3,611 5
2,544 6 6. Agree completely
73 7 7. No answer

```

---

**V28. In your academic career, have you had to put up with disadvantages because of the following characteristics?<sup>12</sup>**

<b>Item 1</b>	<b>Gender</b>
<b>Item 2</b>	<b>Age</b>
<b>Item 3</b>	<b>Sexual orientation</b>
<b>Item 4</b>	<b>Physical attributes</b>
<b>Item 5</b>	<b>Ethnic origin</b>
<b>Item 6</b>	<b>Geographical origin</b>
<b>Item 7</b>	<b>Social origin</b>
<b>Item 8</b>	<b>Nationality</b>
<b>Item 9</b>	<b>Language</b>
<b>Item 10</b>	<b>Religion</b>
<b>Item 11</b>	<b>Worldview</b>

**V28\_Item 1\_GV1 Gender**

```
range: [0,99] missing .: 0/15,778
tabulation: Freq. Numeric Label
              11,548      0 0. No
              3,821      1 1. Yes
              383       2 2. No answer
              26       99 99. No answer (Softreminder)13
```

**V28\_Item 2\_GV1 Age**

```
range: [0,99] missing .: 0/15,778
tabulation: Freq. Numeric Label
              12,228      0 0. No
              3,191      1 1. Yes
              276       2 2. No answer
              23       99 99. No answer (Softreminder)
```

**V28\_Item 3\_GV1 Sexual orientation**

```
range: [0,99] missing .: 0/15,778
tabulation: Freq. Numeric Label
              15,181      0 0. No
              188       1 1. Yes
              379       2 2. No answer
              30       99 99. No answer (Softreminder)
```

**V28\_Item 4\_GV1 Physical attributes**

```
range: [0,99] missing .: 0/15,778
tabulation: Freq. Numeric Label
              14,737      0 0. No
              704       1 1. Yes
              305       2 2. No answer
              32       99 99. No answer (Softreminder)14
```

**V28\_Item 5\_GV1 Ethnic origin**

<sup>12</sup> Adapted from Gardenswartz/Rowe (2003).

<sup>13</sup> No response (missing .+) means that respondents clicked the "continue" button twice and thus left the question unanswered.

<sup>14</sup> No response (softreminder) means that respondents clicked the "continue" button twice and thus left the question unanswered.

```

range: [0,99] missing.: 0/15,778
tabulation: Freq. Numeric Label
              14,901      0 0. No
              598        1 1. Yes
              250        2 2. No answer
              29         99 99. No answer (Softreminder)

```

#### V28\_Item 6\_GV1 Geographical origin

```

range: [0,99] missing.: 0/15,778
tabulation: Freq. Numeric Label
              13,954      0 0. No
              1,539      1 1. Yes
              256        2 2. No answer
              29         99 99. No answer (Softreminder)

```

#### V28\_Item 7\_GV1 Social origin

```

range: [0,99] missing.: 0/15,778
tabulation: Freq. Numeric Label
              13,765      0 0. No
              1,677      1 1. Yes
              302        2 2. No answer
              34         99 99. No answer (Softreminderr)

```

#### V28\_Item 8\_GV1 Nationality

```

range: [0,99] missing.: 0/15,778
tabulation: Freq. Numeric Label
              13,994      0 0. No
              1,527      1 1. Yes
              228        2 2. No answer
              29         99 99. No answer (Softreminder)

```

#### V28\_Item 9\_GV1 Language

```

range: [0,99] missing.: 0/15,778
tabulation: Freq. Numeric Label
              13,528      0 0. No
              2,008      1 1. Yes
              211        2 2. No answer
              31         99 99. No answer (Softreminder)

```

#### V28\_Item 10\_GV1 Religion

```

range: [0,99] missing.: 0/15,778
tabulation: Freq. Numeric Label
              15,166      0 0. No
              281        1 1. Yes
              301        2 2. No answer
              30         99 99. No answer (Softreminder)

```

#### V28\_Item 11\_GV1 Worldview

```

range: [0,99] missing.: 0/15,778
tabulation: Freq. Numeric Label
              14,349      0 0. No
              991        1 1. Yes
              406        2 2. No answer
              32         99 99. No answer (Softreminder)

```



**V29. The following section is about how you see your role as an academic in society. How much do you agree with the following statements?<sup>15</sup>**

**[ITEMS RANDOMIZED]**

- Item 1 It's important to me to communicate my research findings to the public
- Item 2 If members of the public understand my research, they judge it positively
- Item 3 If members of the public are hostile towards my research, I can change their minds with facts
- Item 4 My main task in public communication is to educate the public
- Item 5 Direct dialogue with the public about my research is important to me
- Item 6 When I communicate with members of the public, I try to get them actively involved
- Item 7 Dialogue with the public is instructive for me too
- Item 8 I find it important to develop a communication strategy, because this makes it easier for me to attract funding
- Item 9 I think that communication with the public has a positive impact on my academic career
- Item 10 Even when planning a project I think about how I can communicate my research findings to the public
- Item 11 I find it more important to concentrate on research and teaching than to communicate with the public
- Item 12 Scientific findings and models should only be discussed within the scientific community
- Item 13 Science communication should be carried out by journalists or press offices, not by me

- Don't agree at all ..... 1
- ☐ ..... 2
- ☐ ..... 3
- ☐ ..... 4
- ☐ ..... 5
- Agree completely..... 6
- Don't know ..... 88

**V29\_Item 1\_GV1 It's important to me to communicate my research findings to the public**

range: [1,88]missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	652	1	1. Don't agree at all
	1,599	2	
	2,227	3	
	3,491	4	
	4,274	5	
	3,082	6	6. Agree completely
	68	7	7. No answer
	385	88	88. Don't know

<sup>15</sup> Items partly based on Peters et al. (2009), Simis et al. (2016), and Bauer (2017)

**V29\_Item 2\_GV1 If members of the public understand my research, they judge it positively**

```
range: [1,88] missing.: 0/15,778
tabulation: Freq. Numeric Label
              346      1 1. Don't agree at all
              595      2
            1,222      3
            3,083      4
            5,503      5
            2,919      6 6. Agree completely
              72      7 7. No answer
            2,039      88 88. Don't know
```

**V29\_Item 3\_GV1 If members of the public are hostile towards my research, I can change their minds with facts**

```
range: [1,88] missing.: 0/15,778
tabulation: Freq. Numeric Label
              671      1 1. Don't agree at all
            1,667      2
            2,741      3
            3,882      4
            2,804      5
              751      6 6. Agree completely
              79      7 7. No answer
            3,183      88 88. Don't know
```

**V29\_Item 4\_GV1 My main task in public communication is to educate the public**

```
range: [1,88] missing.: 0/15,778
tabulation: Freq. Numeric Label
            1,906      1 1. Don't agree at all
            2,702      2
            2,701      3
            3,186      4
            2,563      5
            1,038      6 6. Agree completely
              80      7 7. No answer
            1,602      88 88. Don't know
```

**V29\_Item 5\_GV1 Direct dialogue with the public about my research is important to me**

```
range: [1,88] missing.: 0/15,778
tabulation: Freq. Numeric Label
            1,172      1 1. Don't agree at all
            2,371      2
            2,854      3
            3,398      4
            3,213      5
            2,035      6 6. Agree completely
              73      7 7. No answer
            662      88 88. Don't know
```

**V29\_Item 6\_GV1 When I communicate with members of the public, I try to get them actively involved**

```
range: [1,88] missing.: 0/15,778
```

```

tabulation: Freq.    Numeric    Label
              716          1    1. Don't agree at all
              1,532         2
              2,235         3
              3,470         4
              3,563         5
              1,701         6    6. Agree completely
                 88         7    7. No answer
              2,473        88    88. Don't know

```

**V29\_Item 7\_GV1      Dialogue with the public is instructive for me too**

```

range: [1,88]                                missing .: 0/15,778
tabulation: Freq.    Numeric    Label
              541          1    1. Don't agree at all
              1,154         2
              1,609         3
              3,280         4
              4,620         5
              3,335         6    6. Agree completely
                 57         7    7. No answer
              1,182        88    88. Don't know

```

**V29\_Item 8\_GV1      I find it important to develop a communication strategy, because this makes it easier for me to attract funding**

```

range: [1,88]                                missing .: 0/15,778
tabulation: Freq.    Numeric    Label
              1,456         1    1. Don't agree at all
              2,111         2
              2,408         3
              3,035         4
              2,584         5
              1,208         6    6. Agree completely
                 89         7    7. No answer
              2,887        88    88. Don't know

```

**V29\_Item 9\_GV1      I think that communication with the public has a positive impact on my academic career**

```

range: [1,88]                                missing .: 0/15,778
tabulation: Freq.    Numeric    Label
              1,254         1    1. Don't agree at all
              2,110         2
              2,209         3
              3,300         4
              3,313         5
              1,768         6    6. Agree completely
                 66         7    7. No answer
              1,758        88    88. Don't know

```

**V29\_Item 10\_GV1      Even when planning a project I think about how I can communicate my research findings to the public**

```

range: [1,88]                                missing .: 0/15,778

```

tabulation:	Freq.	Numeric	Label
	3,086	1	1. Don't agree at all
	3,464	2	
	2,542	3	
	2,511	4	
	2,105	5	
	1,237	6	6. Agree completely
	70	7	7. No answer
	763	88	88. Don't know

**V29\_Item 11\_GV1 I find it more important to concentrate on research and teaching than to communicate with the public**

range: [1,88] missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	1,508	1	1. Don't agree at all
	2,764	2	
	2,789	3	
	3,027	4	
	3,431	5	
	1,695	6	6. Agree completely
	61	7	7. No answer
	503	88	88. Don't know

**V29\_Item 12\_GV1 Scientific findings and models should only be discussed within the scientific community**

range: [1,88] missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	7,211	1	1. Don't agree at all
	4,473	2	
	1,884	3	
	1,007	4	
	586	5	
	273	6	6. Agree completely
	54	7	7. No answer
	290	88	88. Don't know

**V29\_Item 13\_GV1 Science communication should be carried out by journalists or press offices, not by me**

range: [1,88] missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	3,163	1	1. Don't agree at all
	4,324	2	
	3,179	3	
	2,166	4	
	1,453	5	
	566	6	6. Agree completely
	61	7	7. No answer
	866	88	88. Don't know

**V30. The following section is about your own experiences with science communication. How much do you agree with the following statements?**

[ITEMS RANDOMIZED]

- Item 1 I use social media such as YouTube, Twitter or Facebook to inform the public about my research
- Item 2 I tend to use traditional media such as radio, TV or newspapers for my science communication
- Item 3 I prefer to explain details of my research to the public than to discuss what it means for society
- Item 4 I discuss my research with other users on social media such as YouTube, Twitter or Facebook
- Item 5 Conversations with members of the public give me inspiration for my research
- Item 6 I have had controversial discussions with members of the public about my research
- Item 7 I often give journalists information about my work
- Item 8 When I communicate with members of the public, I try to present my area of research as positively as possible
- Item 9 I actively seek ways to effectively communicate my research findings to the public

Don't agree at all ..... 1  
☐ ..... 2  
☐ ..... 3  
☐ ..... 4  
☐ ..... 5  
 Agree completely..... 6  
 Don't know ..... 88

**V30\_Item 1\_GV1 I use social media such as YouTube, Twitter or Facebook to inform the public about my research**

```
range: [1,88] missing.: 0/15,778
tabulation: Freq. Numeric Label
              9,338      1 1. Don't agree at all
              2,064      2
              1,002      3
              1,122      4
               928      5
               621      6 6. Agree completely
               102      7 7. No answer
               605      88 88. Don't know
```

**V30\_Item 2\_GV1 I tend to use traditional media such as radio, TV or newspapers for my science communication**

```
range: [1,88] missing.: 0/15,778
tabulation: Freq. Numeric Label
              5,581      1 1. Don't agree at all
              2,158      2
              1,622      3
              1,832      4
              1,570      5
               833      6 6. Agree completely
               131      7 7. No answer
```

2,051 88 88. Don't know

**V30\_Item 3\_GV1 I prefer to explain details of my research to the public than to discuss what it means for society**

range: [1,88] missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	3,270	1	1. Don't agree at all
	3,659	2	
	2,890	3	
	2,004	4	
	1,315	5	
	456	6	6. Agree completely
	127	7	7. No answer
	2,057	88	88. Don't know

**V30\_Item 4\_GV1 I discuss my research with other users on social media such as YouTube, Twitter or Facebook**

range: [1,88] missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	9,930	1	1. Don't agree at all
	2,160	2	
	1,011	3	
	916	4	
	680	5	
	405	6	6. Agree completely
	104	7	7. No answer
	572	88	88. Don't know

**V30\_Item 5\_GV1 Conversations with members of the public give me inspiration for my research**

range: [1,88] missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	2,436	1	1. Don't agree at all
	2,367	2	
	2,248	3	
	3,205	4	
	2,708	5	
	1,533	6	6. Agree completely
	118	7	7. No answer
	1,174	88	88. Don't know

**V30\_Item 6\_GV1 I have had controversial discussions with members of the public about my research**

range: [1,88] missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	4,089	1	1. Don't agree at all
	2,474	2	
	1,867	3	
	2,490	4	
	2,414	5	
	1,523	6	6. Agree completely
	109	7	7. No answer
	812	88	88. Don't know

**V30\_Item 7\_GV1 I often give journalists information about my work**

range: [1,88] missing .: 0/15,778

```

tabulation: Freq.    Numeric    Label
            6,064        1    1. Don't agree at all
            2,865        2
            1,782        3
            1,586        4
            1,279        5
             927        6    6. Agree completely
             109        7    7. No answer
            1,166       88    88. Don't know

```

**V30\_Item 8\_GV1    When I communicate with members of the public, I try to present my area of research as positively as possible**

```

range: [1,88]                                missing.: 0/15,778
tabulation: Freq.    Numeric    Label
            705        1    1. Don't agree at all
            845        2
           1,954        3
           3,926        4
           4,751        5
           2,369        6    6. Agree completely
             117        7    7. No answer
            1,11       88    88. Don't know

```

**V30\_Item 9\_GV1    I actively seek ways to effectively communicate my research findings to the public**

```

range: [1,88]                                missing.: 0/15,778
tabulation: Freq.    Numeric    Label
           4,347        1    1. Don't agree at all
           3,594        2
           2,539        3
           2,129        4
           1,606        5
             827        6    6. Agree completely
             102        7    7. No answer
             634       88    88. Don't know

```

**V31.            On average, how many hours per week do you invest in science communication?**

```

range: [0,50]                                missing.: 848/15,778
mean:    1.77935      std. dev:    3.33411
percentiles: 10%    25%    50%    75%    90%
              0      0      1      2      4

```

**V31\_Codes    No answer for V31**

```

range: [1,1]                                missing.: 14,930/15,778
tabulation: Freq.    Numeric    Label
            848        1    1. No answer
           14,930        .

```

**V32.            If you were free to choose, how would you divide your workload?**

```

range: [0,50]                                missing.: 1,117/15,778
mean:    3.1614      std. dev:    4.37845
percentiles: 10%    25%    50%    75%    90%
              0      1      2      4      8

```

**V32\_Codes    No answer for V32**

```
range: [1,1] missing .: 14,661/15,778
tabulation: Freq. Numeric Label
              1,117      1 1. No answer
              14,661      .
```

---

**V33.        If you were free to choose, how would you divide your workload?**

Item 1      Research  
Item 2      Teaching  
Item 3      Administration

[ \_\_\_\_ ] (as percentages)

**V33\_ Item 1\_prozent        Research**

```
range: [0,100] missing .: 102/15,778
mean: 63.2242
std. dev: 18.143
percentiles: 10% 25% 50% 75% 90%
              40 50 60 75 85
```

**V33\_ Item 2\_prozent        Teaching**

```
range: [0,100] missing .: 318/15,778
mean: 28.56378
std. dev: 15.3296
percentiles: 10% 25% 50% 75% 90%
              10 20 30 40 50
```

**V33\_ Item 3\_prozent        Administration**

```
range: [0,100] missing .: 683/15,778
mean: 9.0376
std. dev: 8.80394
percentiles: 10% 25% 50% 75% 90%
              0 4 10 10 20
```

---

**V33\_Item1\_prozent\_Codes        No answer for V33\_ Item 1\_prozent**

```
range: [1,1] missing .: 15,676 /15,778
tabulation: Freq. Numeric Label
              102      1 1. No answer
              15,676      .
```

---

**V33\_Item2\_prozent\_Codes        No answer for V33\_ Item 2\_prozent**

```
range: [1,1] missing .: 15,460 /15,778
tabulation: Freq. Numeric Label
              318      1 1. No answer
              15,460      .
```

---

**V33\_Item3\_prozent\_Codes        No answer for V33\_ Item 3\_prozent**

```
range: [1,1] missing .: 15,095 /15,778
tabulation: Freq. Numeric Label
              683      1 1. No answer
              15,095      .
```

---



**V34. And how is your workload actually divided?**

Item 1 Research  
Item 2 Teaching  
Item 3 Administration

[ \_\_\_\_ ] (as percentages)

**V34\_ Item 1\_prozent Research**

range: [0,100] missing .. 218/15,778  
mean: 48.9465  
std. dev: 25.5959  
percentiles: 10% 25% 50% 75% 90%  
15 30 50 70 85

**V34\_ Item 2\_prozent Teaching**

range: [0,100] missing .. 723/15,778  
mean: 27.8859  
std. dev: 19.7126  
percentiles: 10% 25% 50% 75% 90%  
0 10 30 40 50

**V34\_ Item 3\_prozent Administration**

range: [0,100] missing .. 550/15,778  
mean: 24.6919  
std. dev: 17.3073  
percentiles: 10% 25% 50% 75% 90%  
5 10 20 30 50

**V34\_Item1\_prozent\_Codes No answer for V34\_ Item 1\_prozent**

range: [1,1] missing .. 15,560/15,778  
tabulation: Freq. Numeric Label  
218 1 1. No answer  
15,560 .

**V34\_Item2\_prozent\_Codes No answer for V34\_ Item 2\_prozent**

range: [1,1] missing .. 15,055/15,778  
tabulation: Freq. Numeric Label  
723 1 1. No answer  
15,055 .

**V34\_Item3\_prozent\_Codes No answer for V34\_ Item 3\_prozent**

range: [1,1] missing .. 15,228/15,778  
tabulation: Freq. Numeric Label  
550 1 1. No answer  
15,228 .

**V35. Do you currently provide information about your publications online?**

range: [1,5] missing .. 0/15,778  
tabulation: Freq. Numeric Label  
2,602 1 1. No, I don't currently provide any  
information about my publications online  
539 2 2. No, but in the past I've provided  
information about my publications online  
1,699 3 3. No, but in the future I plan to provide  
information about my publications online

10,831	4	4. Yes, I currently provide information about my publications
107	5	5. No answer

**V36. [IF V35 = 2]**  
**We would like to know a bit more about where you provided information about your publications online in the past. Please tell us which of the following options apply to you.**

- Item 1 Personal web page
- Item 2 Website of my university
- Item 3 ResearchGate
- Item 4 Academia
- Item 5 Google Scholar
- Item 6 Twitter
- Item 7 Facebook
- Item 8 YouTube
- Item 9 Mendeley
- Item 10 FigShare
- Item 11 Semantic Scholar
- Item 12 Other, namely: \_\_\_\_\_

Not mentioned ..... 0  
Mentioned ..... 1

#### V36\_Item 1\_GV1 Personal web page

range: [0,1] missing .: 15,239/15,778  
tabulation: Freq. Numeric Label  
417 0 0. Not mentioned  
122 1 1. Genannt  
15,239 .

#### V36\_Item 2\_GV1 Website of my university

range: [0,1] missing .: 15,239/15,778  
tabulation: Freq. Numeric Label  
155 0 0. Not mentioned  
384 1 1. Genannt  
15,239 .

#### V36\_Item 3\_GV1 ResearchGate

range: [0,1] missing .: 15,239/15,778  
tabulation: Freq. Numeric Label  
276 0 0. Not mentioned  
263 1 1. Genannt  
15,239 .

#### V36\_Item 4\_GV1 Academia

range: [0,1] missing .: 15,239/15,778  
tabulation: Freq. Numeric Label  
458 0 0. Not mentioned  
81 1 1. Genannt  
15,239 .

#### V36\_Item 5\_GV1 Google Scholar

range: [0,1] missing .: 15,239/15,778  
tabulation: Freq. Numeric Label  
471 0 0. Not mentioned  
68 1 1. Mentioned

15,239 .

**V36\_Item 6\_GV1 Twitter**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              504      0 0. Not mentioned
              35      1 1. Mentioned
15,239      .
```

**V36\_Item 7\_GV1 Facebook**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              478      0 0. Not mentioned
              61      1 1. Mentioned
15,239      .
```

**V36\_Item 8\_GV1 Youtube**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              531      0 0. Not mentioned
              8       1 1. Mentioned
15,239      .
```

**V36\_Item 9\_GV1 Mendeley**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              515      0 0. Not mentioned
              24      1 1. Mentioned
15,239      .
```

**V36\_Item 10\_GV1 FigShare**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              537      0 0. Not mentioned
              2       1 1. Mentioned
15,239      .
```

**V36\_Item 11\_GV1 Semantic Scholar**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              536      0 0. Not mentioned
              4       1 1. Mentioned
15,239      .
```

**V36\_Item 12\_GV1 Other, namely: \_\_\_\_\_**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              46      0 0. Not mentioned
              73      1 1. Mentioned
15,239      .
```

**V36\_Item 13\_GV1 No answer**

```
range: [0,1] missing .: 15,239/15,778
tabulation: Freq. Numeric Label
              534      0 0. No
              5       1 1. Yes
15,239      .
```

---

**V36\_other1 Other (open specification)**

type: string (strL)  
unique values: 59 missing "": 0/15,778

---

**V36\_other1\_Codes No answer V36\_other1**

range: [1,1] missing .: 15,777/15,778  
tabulation: Freq. Numeric Label  
1 1 1. No answer  
15,777 .

---

**V37. [IF V35 = 3]**  
**We would like to know a bit more about where you will provide information about your publications online in the future. Please tell us which of the following options apply to you.**

- Item 1 Personal web page
- Item 2 Website of my university
- Item 3 ResearchGate
- Item 4 Academia
- Item 5 Google Scholar
- Item 6 Twitter
- Item 7 Facebook
- Item 8 YouTube
- Item 9 Mendeley
- Item 10 FigShare
- Item 11 Semantic Scholar
- Item 12 Other, namely: \_\_\_\_\_

Not mentioned ..... 0  
Mentioned ..... 1

**V37\_Item 1\_GV1 Personal Webpage**

range: [0,1] missing .: 14,079/15,778  
tabulation: Freq. Numeric Label  
1,200 0 0. Not mentioned  
499 1 1. Mentioned  
14,079 .

**V37\_Item 2\_GV1 Website of my university**

range: [0,1] missing .: 14,079/15,778  
tabulation: Freq. Numeric Label  
371 0 0. Not mentioned  
1,328 1 1. Mentioned  
14,079 .

**V37\_Item 3\_GV1 ResearchGate**

range: [0,1] missing .: 14,079/15,778  
tabulation: Freq. Numeric Label  
638 0 0. Not mentioned  
1,061 1 1. Mentioned  
14,079 .

**V37\_Item 4\_GV1    Academia**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,392	0	0.	Not mentioned
	307	1	1.	Mentioned
	14,079	.		

**V37\_Item 5\_GV1    Google Scholar**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,112	0	0.	Not mentioned
	587	1	1.	Mentioned
	14,079	.		

**V37\_Item 6\_GV1    Twitter**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,455	0	0.	Not mentioned
	244	1	1.	Mentioned
	14,079	.		

**V37\_Item 7\_GV1    Facebook**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,532	0	0.	Not mentioned
	167	1	1.	Mentioned
	14,079	.		

**V37\_Item 8\_GV1    Youtube**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,634	0	0.	Not mentioned
	65	1	1.	Genannt
	14,079	.		

**V37\_Item 9\_GV1    Mendeley**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,562	0	0.	Not mentioned
	137	1	1.	Mentioned
	14,079	.		

**V37\_Item 10\_GV1    FigShare**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,696	0	0.	Not mentioned
	3	1	1.	Mentioned
	14,079	.		

**V37\_Item 11\_GV1    Semantic Scholar**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,669	0	0.	Not mentioned
	30	1	1.	Mentioned
	14,079	.		

**V37\_Item 12\_GV1    Other, namely: \_\_\_\_\_**

range:	[0,1]		missing .:	14,079/15,778
tabulation:	Freq.	Numeric	Label	
	1,460	0	0.	Not mentioned
	239	1	1.	Mentioned
	14,079	.		

**V37\_Item 13\_GV1 No answer**

```

range: [0,1] missing .: 14,079/15,778
tabulation: Freq. Numeric Label
              1,689      0 0. No
              10         1 1. Yes
            14,079      .

```

---

**V37\_other1 Other (open specification)**

```

type: string (strL)
unique values: 122 missing "": 0/15,778

```

---

**V37\_other1\_Codes No answer for V37\_other1**

```

range: [1,1] missing .: 15,776/15,778
tabulation: Freq. Numeric Label
              2         1 1. No answer
            15,778      .

```

---

**V38. [IF V35 = 4]**

**We would like to know a bit more about where you currently provide, have provided or plan to provide information about your publications online. Please tell us which of the following options apply to you.**

- Item 1 Personal web page
- Item 2 Website of my university
- Item 3 ResearchGate
- Item 4 Academia
- Item 5 Google Scholar
- Item 6 Twitter
- Item 7 Facebook
- Item 8 YouTube
- Item 9 Mendeley
- Item 10 FigShare
- Item 11 Semantic Scholar
- Item 12 Other, namely: \_\_\_\_\_

```

Not mentioned ..... 0
Mentioned ..... 1

```

**V38\_Item 1\_GV1 Personal web page**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              7,684      0 0. Not mentioned
              3,147      1 1. Mentioned
              4,947      .

```

**V38\_Item 2\_GV1 Website of my university**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              2,047      0 0. Not mentioned
              8,889      1 1. Mentioned
              4,947      .

```

**V38\_Item 3\_GV1      ResearchGate**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              3,884      0 0. Not mentioned
              6,947      1 1. Mentioned
              4,947      .

```

**V38\_Item 4\_GV1      Academia**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              8,749      0 0. Not mentioned
              2,082      1 1. Mentioned
              4,947      .

```

**V38\_Item 5\_GV1      Google Scholar**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              6,593      0 0. Not mentioned
              4,238      1 1. Mentioned
              4,947      .

```

**V38\_Item 6\_GV1      Twitter**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              9,210      0 0. Not mentioned
              1,621      1 1. Mentioned
              4,947      .

```

**V38\_Item 7\_GV1      Facebook**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              9,694      0 0. Not mentioned
              1,137      1 1. Mentioned
              4,947      .

```

**V38\_Item 8\_GV1      Youtube**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              10,479      0 0. Not mentioned
              352         1 1. Mentioned
              4,947      .

```

**V38\_Item 9\_GV1      Mendeley**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              9,897      0 0. Not mentioned
              934        1 1. Mentioned
              4,947      .

```

**V38\_Item 10\_GV1      FigShare**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              10,771      0 0. Not mentioned
              60          1 1. Mentioned
              4,947      .

```

**V38\_Item 11\_GV1      Semantic Scholar**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              10,673      0 0. Not mentioned
              158         1 1. Mentioned
              4,947      .

```

**V38\_Item 12\_GV1 Other, namely: \_\_\_\_\_**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              8,712      0 0. Not mentioned
              2,119      1 1. Mentioned
              4,947      .

```

**V38\_Item 13\_GV1 No answer**

```

range: [0,1] missing .: 4,947/15,778
tabulation: Freq. Numeric Label
              10,825      0 0. No
                6         1 1. Yes
              4,947      .

```

**V38\_other1 Other (open specification)**

```

type: string (strL)
unique values: 927 missing "": 0/15,778

```

**V38\_other1\_Codes No answer for V38\_other1**

```

range: [1,1] missing .: 15,777/15,778
tabulation: Freq. Numeric Label
              1         1 1. No answer
            15,777.

```

**V39. [IF V35 = 4]**

**And at present, what is the most important channel for providing information about your publications?**

```

range: [1,13] missing .: 5,057/15,778
1. Personal web page | 1,271
2. Website of my university | 3,698
3. ResearchGate | 2,895
4. Academia | 538
5. Google Scholar | 1,054
6. Twitter | 334
7. Facebook | 74
8. Youtube | 20
9. Mendeley | 21
11. Semantic Scholar | 1
12. Other, namely: | 714
13. No answer | 101

```

**V40. [IF Vspllit <= 32]**

**We would like to know a bit more about your work situation. Please say which of the following statements apply to you and which do not apply.**  
**[ITEMS RANDOMIZED]**

- Item 1 In the last 12 months I've worked on at least one research proposal
- Item 2 I share my office with at least one other person
- Item 3 I speak at least three foreign languages fluently
- Item 4 In the last semester I gave more than two lectures
- Item 5 In the last 12 months I've submitted at least one manuscript to a journal
- Item 6 In a typical working week I eat lunch with colleagues
- Item 7 I have purchased subscriptions to the print version of at least two academic journals
- Item 8 In the last 12 months I've attended more than four conferences



Does not apply ..... 0  
 Applies ..... 1

**V40\_Item 1\_GV1 In the last 12 months I've worked on at least one research proposal**

range: [0,2] missing .: 11,895/15,778  
 tabulation: Freq. Numeric Label  
                   1,311 0 0. Does not apply  
                   2,564 1 1. Applies  
                       8 2 2. No answer  
                  11,895 .

**V40\_Item 2\_GV1 I share my office with at least one other person**

range: [0,2] missing .: 11,895/15,778  
 tabulation: Freq. Numeric Label  
                   1,368 0 0. Does not apply  
                   2,505 1 1. Applies  
                       10 2 2. No answer  
                  11,895 .

**V40\_Item 3\_GV1 I speak at least three foreign languages fluently**

range: [0,2] missing .: 11,895/15,778  
 tabulation: Freq. Numeric Label  
                   2,899 0 0. Does not apply  
                       977 1 1. Applies  
                        7 2 2. No answer  
                  11,895 .

**V40\_Item 4\_GV1 In the last semester I gave more than two lectures**

range: [0,2] missing .: 11,895/15,778  
 tabulation: Freq. Numeric Label  
                   2,408 0 0. Does not apply  
                   1,464 1 1. Applies  
                       11 2 2. No answer  
                  11,895 .

**V40\_Item 5\_GV1 In the last 12 months I've submitted at least one manuscript to a journal**

range: [0,2] missing .: 11,895/15,778  
 tabulation: Freq. Numeric Label  
                   999 0 0. Does not apply  
                   2,873 1 1. Applies  
                       11 2 2. No answer  
                  11,895 .

**V40\_Item 6\_GV1 In a typical working week I eat lunch with colleagues**

range: [0,2] missing .: 11,895/15,778  
 tabulation: Freq. Numeric Label  
                   1,120 0 0. Does not apply  
                   2,760 1 1. Applies  
                       13 2 2. No answer  
                  11,895 .

**V40\_Item 7\_GV1 I have purchased subscriptions to the print version of at least two academic journals**

range: [0,2] missing .: 11,895/15,778  
 tabulation: Freq. Numeric Label  
                   3,321 0 0. Does not apply  
                       552 1 1. Applies  
                       10 2 2. No answer  
                  11,895 .

**V40\_Item 8\_GV1 In the last 12 months I've attended more than four conferences**

```

range: [0,2]
missing .: 11,895/15,778
tabulation: Freq. Numeric Label
              2,697      0 0. Does not apply
              1,179      1 1. Applies
              7          2 2. No answer
              11,895      .

```

---

**V41. In the following section we're interested in your publishing strategies. Have you ever published an article in a scholarly journal?**

```

range: [1,4]
missing .: 0/15,778
tabulation: Freq. Numeric Label
              12,526      1 1. Yes
              920         2 2. No
              2,311      3 3. No, but I intend to
              21          4 4. No answer

```

---

**V42. [IF V41 = 1 OR 3]  
How much do you agree with the following statements regarding the submission of your manuscripts to scholarly journals?  
[ITEMS RANDOMIZED]**

- Item 1 It's important to me that the time between submission and publication is as short as possible
- Item 2 I first submit my manuscripts to the best possible journal, and if they're rejected I work my way through less prestigious journals, step by step, until my manuscript is accepted
- Item 3 To get my manuscripts published in the best possible journal, I don't mind if the review process takes a long time
- Item 4 I submit my manuscripts to the journal where I assume I have the best chance of being accepted
- Item 5 I'm happy to risk rejection in order to get my manuscripts published in as good a journal as possible
- Item 6 I avoid uncertain publication processes and submit to journals where there's a high probability of being able to publish my manuscripts without any complication

Don't agree at all ..... 1

☐ ..... 2

☐ ..... 3

☐ ..... 4

☐ ..... 5

Agree completely ..... 6

**V42\_Item1\_GV1 It's important to me that the time between submission and publication is as short as possible**

```

range: [1,7]
missing .: 940/15,778
tabulation: Freq. Numeric Label
              964         1 1. Don't agree at all
              2,416        2
              3,020        3
              3,442        4
              2,884        5
              1,872        6 6. Agree completely
              240         7 7. No answer
              940         .

```

**V42\_Item2\_GV1      I first submit my manuscripts to the best possible journal, and if they're rejected I work my way through less prestigious journals, step by step, until my manuscript is accepted**

```
range: [1,7] missing .: 941/15,778
tabulation: Freq. Numeric Label
1,461 1 1. Don't agree at all
1,767 2
1,891 3
2,915 4
3,517 5
2,958 6 6. Agree completely
328 7 7. No answer
941 .
```

**V42\_Item3\_GV1      To get my manuscripts published in the best possible journal, I don't mind if the review process takes a long time**

```
range: [1,7] missing .: 941/15,778
tabulation: Freq. Numeric Label
671 1 1. Don't agree at all
1,905 2
2,941 3
3,810 4
3,578 5
1,676 6 6. Agree completely
256 7 7. No answer
941 .
```

**V42\_Item4\_GV1      I submit my manuscripts to the journal where I assume I have the best chance of being accepted**

```
range: [1,7] missing .: 941/15,778
tabulation: Freq. Numeric Label
1,469 1 1. Don't agree at all
2,548 2
2,984 3
3,219 4
2,955 5
1,405 6 6. Agree completely
257 7 7. No answer
941 .
```

**V42\_Item5\_GV1      I'm happy to risk rejection in order to get my manuscripts published in as good a journal as possible**

```
range: [1,7] missing .: 941/15,778
tabulation: Freq. Numeric Label
656 1 1. Don't agree at all
1,479 2
2,173 3
3,220 4
4,077 5
2,956 6 6. Agree completely
276 7 7. No answer
941 .
```

**V42\_Item6\_GV1      I avoid uncertain publication processes and submit to journals where there's a high probability of being able to publish my manuscripts without any complication**

```
range: [1,7] missing .: 941/15,778
tabulation: Freq. Numeric Label
2,944 1 1. Don't agree at all
4,046 2
2,922 3
2,313 4
1,605 5
```

725	6	6. Agree completely
282	7	7. No answer
941	.	

---

**V43. How do you see yourself – how willing are you in general to take risks?<sup>16</sup>**

```
range: [1,8] missing.: 0/15,778
tabulation: Freq. Numeric Label
              161      1 1. Not willing to take risks at all
              1,710    2
              2,685    3
              3,404    4
              4,897    5
              2,354    6
              529      7 7. Very willing to take risks
              38       8 8. No answer
```

---

**V44. How much do you agree with the following statement: in comparison to others, I'm someone who is willing to forego something today in order to benefit from it in the future?**

```
range: [1,8] missing.: 0/15,778
tabulation: Freq. Numeric Label
              119      1 1. Don't agree at all
              729      2
              1,594    3
              2,540    4
              4,836    5
              4,225    6
              1,560    7 7. Agree completely
              175      8 8. No answer
```

---

**V45. How do you prefer to work on your scholarly publications? Do you prefer to work alone or in a team?**

```
range: [1,8] missing.: 0/15,778
tabulation: Freq. Numeric Label
              1,081    1 1. I prefer to work alone
              1,909    2
              1,914    3
              2,278    4
              3,099    5
              3,465    6
              1,986    7 7. I prefer to work in a team
              46       8 8. No answer
```

---

**V46. How do you most often work on your scholarly publications? Do you most often work alone or in a team?**

```
range: [1,8] missing.: 0/15,778
tabulation: Freq. Numeric Label
              1,899    1 1. I most often work alone
              2,842    2
              2,099    3
```

---

<sup>16</sup> Based on Beierlein et al. (2015).

1,920	4	
2,438	5	
2,632	6	
1,840	7	7. I most often work in a team
108	8	8. No answer

---

**V47. Do you prefer to work with women or men?**

range: [1,8]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	498	1	1. I prefer to work with women
	834	2	
	1,178	3	
	11,690	4	
	577	5	
	377	6	
	227	7	7. I prefer to work with men
	407	8	8. No answer

---

**V48. Do you most often work with women or men?**

range: [1,8]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	848	1	1. I most often work with women
	1,547	2	
	1,324	3	
	5,299	4	
	2,035	5	
	2,863	6	
	1,570	7	7. I most often work with men
	292	8	8. No answer

---

**V49. Do you prefer to work with doctoral students or with professors?**

range: [1,8]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	872	1	1. I prefer to work with doctoral students
	2,187	2	
	2,107	3	
	7,438	4	
	1,499	5	
	904	6	
	357	7	7. I prefer to work with professors
	415	8	8. No answer

---

**V50. Do you most often work with doctoral students or with professors?**

range: [1,8]		missing .: 0/15,778	
tabulation:	Freq.	Numeric	Label
	894	1	1. I most often work with doctoral students
	2,369	2	
	2,283	3	
	5,304	4	
	2,049	5	
	1,821	6	
	672	7	7. I most often work with professors
	386	8	8. No answer

---

**V51. To what extent do you agree with the following statements?**

**V51\_Item1\_GV1 In general, you can trust other people.<sup>17</sup>**

```
range: [1,8] missing.: 0/15,778
tabulation: Freq. Numeric Label
              239      1 1. Don't agree at all
              745      2
            1,128      3
            1,942      4
            4,315      5
            5,699      6
            1,650      7 7. Agree completely
              60      8 8. No answer
```

**V51\_Item 2\_GV1 When working with co-authors, you can't be careful enough.**

```
range: [1,8] missing.: 0/15,778
tabulation: Freq. Numeric Label
              2,545      1 1. Don't agree at all
              5,317      2
              2,550      3
              2,363      4
              1,536      5
                855      6
                437      7 7. Agree completely
                175      8 8. No answer
```

---

**V52. [IF V41 = 1] Have you ever been the author of a submitted scholarly article with one or more co-authors?**

```
range: [0,2] missing.: 3,252/15,778
tabulation: Freq. Numeric Label
              885      0 0. No
            11,632      1 1. Yes
                9      2 2. No answer
            3,252      .
```

---

**V53. [IF V52 = 1]**

**The following section is concerned with the sequence of names on publications. The order of the names can play an important role in the success of academics. There are different ways in which the names can be ordered. The following questions relate to the sequence of the names on publications in your discipline. Think back to your last submitted scholarly article with one or more co-authors. Including you, how many authors in total were involved in the manuscript?**

```
range: [2,4000] missing.: 4,191/15,778
              mean:8.26374. std. dev: 91.4882
percentiles: 10% 25% 50% 75% 90%
              2 3 4 6 9
```

---

**V53\_Codes No answer for V53**

```
range: [1,1] missing.: 15,733/15,778
tabulation: Freq. Numeric Label
              45      1 1. No answer
            15,733      .
```

---

<sup>17</sup> Taken from: Richter et al. 2017: 76

**V54. [IF V52 = 1] At what position in the order of authors were you?**

```
range: [1,782] missing .: 4,821/15,778
mean: 2.55417 std. dev: 8.36132
percentiles: 10% 25% 50% 75% 90%
               1 1 2 3 5
```

---

**V54\_Codes No answer or don't know for V54**

```
range: [1,88] missing .: 15,103/15,778
tabulation: Freq. Numeric Label
              57 1 1. No answer
              618 88 88. Don't know
            15,103 .
```

---

**V55. [IF V52 = 1] What is the first letter of your surname**

```
type: string (str1)
unique values: 55 missing "": 0/15,778
```

---

**V55\_Codes No answer for V55**

```
range: [1,99] missing .: 14,898/15,778
tabulation: Freq. Numeric Label
              75 1 1. No answer
              805 99 99. No answer (Softreminder)18
            14,898 .
```

---

**V56. [IF V52 = 1] How many authors are usually listed on your publications (including you)?**

```
range: [1,8888] mean: 8.14276 missing .: 21/15,778
std. dev: 122.768
percentiles: 10% 25% 50% 75% 90%
               1 2 3 5 7
```

---

**V56\_Codes No answer for V56**

```
range: [1,1] missing .: 15,389/15,778
tabulation: Freq. Numeric Label
              389 1 1. Keine Angabe
            15,389 .
```

---

**V57. [IF V56 AMOUNT > 1]  
Are your co-authors usually from your own discipline or from other disciplines?  
Please use this slider for your response.**

```
range: [-5,5] missing .: 6,003/15,778
-5. Always from my own discipline | 1,615
-4 | 2,323
-3 | 1,859
-2 | 1,096
```

---

<sup>18</sup> No response (softreminder) means that respondents clicked the "continue" button twice and thus left the question unanswered.

	-1	453
	0	568
	1	407
	2	686
	3	469
	4	215
5. Always from other disciplines		84

---

#### V57\_Codes No answer for V57

```

range: [1,1] missing .: 15,739/15,778
tabulation: Freq. Numeric Label
              39      1 1. No answer
              15,739 .

```

---

#### V58. In academic practice, various criteria are used to determine the order of authors. In your opinion, how relevant should the following criteria be for the order of authors?

- Item 1     Alphabetical order
- Item 2     Academic position
- Item 3     Hours of work contributed
- Item 4     Number of pages written
- Item 5     Number of articles already written
- Item 6     Acquisition of project funding
- Item 7     Importance for subsequent career
- Item 8     Other criterion, namely: \_\_\_\_\_

Not relevant at all ..... 1

☐ ..... 2

☐ ..... 3

☐ ..... 4

Very relevant ..... 5

#### V58\_Item1\_GV1     Alphabetical order

```

range: [1,6] missing .: 0/15,778
tabulation: Freq. Numeric Label
              8,040      1 1. Not relevant at all
              1,240      2
              1,948      3
              1,513      4
              2,886      5 5. Very relevant
              151        6 6. No answer

```

#### V58\_Item2\_GV1     Academic position

```

range: [1,6] missing .: 0/15,778
tabulation: Freq. Numeric Label
              10,402      1 1. Not relevant at all
              2,383      2
              1,666      3
              828        4
              341        5 5. Very relevant
              158        6 6. No answer

```

#### V58\_Item3\_GV1     Hours of work contributed

```

range: [1,6] missing .: 0/15,778
tabulation: Freq. Numeric Label

```



1,192	1	1. Not relevant at all
482	2	
1,520	3	
4,296	4	
8,121	5	5. Very relevant
167	6	6. No answer

#### V58\_Item4\_GV1 Number of pages written

range:	[1,6]		missing .:	0/15,778
tabulation:	Freq.	Numeric	Label	
	2,428	1	1. Not relevant at all	
	1,615	2		
	3,161	3		
	4,636	4		
	3,762	5	5. Very relevant	
	176	6	6. No answer	

#### V58\_Item5\_GV1 Number of articles already written

range:	[1,6]		missing .:	0/15,778
tabulation:	Freq.	Numeric	Label	
	12,272	1	1. Not relevant at all	
	2,150	2		
	884	3		
	227	4		
	61	5	5. Very relevant	
	184	6	6. No answer	

#### V58\_Item6\_GV1 Acquisition of project funding

range:	[1,6]		missing .:	0/15,778
tabulation:	Freq.	Numeric	Label	
	5,741	1	1. Not relevant at all	
	3,183	2		
	3,716	3		
	2,289	4		
	660	5	5. Very relevant	
	189	6	6. No answer	

#### V58\_Item7\_GV1 Importance for subsequent career

range:	[1,6]		missing .:	0/15,778
tabulation:	Freq.	Numeric	Label	
	5,432	1	1. Not relevant at all	
	2,734	2		
	3,791	3		
	2,649	4		
	976	5	5. Very relevant	
	196	6	6. No answer	

#### V58\_sonstiges\_GV1 Other criterion, namely: \_\_\_\_\_

range:	[1,6]		missing .:	0/15,778
tabulation:	Freq.	Numeric	Label	
	320	1	1. Not relevant at all	
	24	2		
	150	3		
	696	4		
	1,944	5	5. Very relevant	
	12,644	6	6. No answer	

---

#### V58\_sonstiges\_txt Other criterion (open specification)

```

type: string (strL)
unique values: 2,484
missing "": 0/15,778

```

#### V58 \_sonstiges\_txt\_Codes

#### No answer for other criterion

```

range: [1,1]
tabulation: Freq. Numeric Label
              12,929      1 1. No answer
              2,849      .

```

V59.

[IF FOR V56 AMOUNT > 1]

How relevant are these criteria, typically, for the sequence of authors in your own publications?

- Item 1     Alphabetical order
- Item 2     Academic position
- Item 3     Amount of work contributed
- Item 4     Number of pages written
- Item 5     Number of articles already written
- Item 6     Securing of project funding
- Item 7     Importance for subsequent career
- Item 8     Other criterion, namely: \_\_\_\_\_

Not relevant at all ..... 1

☐ ..... 2

☐ ..... 3

☐ ..... 4

Very relevant ..... 5

#### V59\_Item1\_GV1

#### Alphabetical order

```

range: [1,6]
tabulation: Freq. Numeric Label
              6,011      1 1. Not relevant at all
              779        2
              782        3
              741        4
              1,453      5 5. Very relevant
              48         6 6. No answer
              5,964      .

```

#### V59\_Item2\_GV1

#### Academic position

```

range: [1,6]
tabulation: Freq. Numeric Label
              4,136      1 1. Not relevant at all
              1,195      2
              1,507      3
              1,626      4
              1,295      5 5. Very relevant
              55         6 6. No answer
              5,964      .

```

#### V59\_Item3\_GV1

#### Amount of work contributed

```

range: [1,6]
tabulation: Freq. Numeric Label
              1,170      1 1. Not relevant at all
              838        2
              1,601      3

```

2,910	4
3,240	5 5. Very relevant
55	6 6. No answer
5,964	.

#### V59\_Item4\_GV1 Number of pages written

range:	[1,6]	missing .:	5,964/15,778
tabulation:	Freq.	Numeric	Label
	2,136	1	1. Not relevant at all
	1,293	2	
	1,935	3	
	2,536	4	
	1,852	5	5. Very relevant
	62	6	6. No answer
	5,964	.	

#### V59\_Item5\_GV1 Number of articles already written

range:	[1,6]	missing .:	5,964/15,778
tabulation:	Freq.	Numeric	Label
	6,614	1	1. Not relevant at all
	1,452	2	
	920	3	
	567	4	
	196	5	5. Very relevant
	65	6	6. No answer
	5,964	.	

#### V59\_Item6\_GV1 Securing of project funding

range:	[1,6]	missing .:	5,946/15,778
tabulation:	Freq.	Numeric	Label
	3,306	1	1. Not relevant at all
	1,420	2	
	1,900	3	
	1,925	4	
	1,197	5	5. Very relevant
	66	6	6. No answer
	5,964	.	

#### V59\_Item7\_GV1 Importance for subsequent career

range:	[1,6]	missing .:	5,964/15,778
tabulation:	Freq.	Numeric	Label
	3,172	1	1. Not relevant at all
	1,753	2	
	2,269	3	
	1,757	4	
	797	5	5. Very relevant
	66	6	6. No answer
	5,964	.	

#### V59\_sonstiges\_GV1 Other criterion, namely: \_\_\_\_\_

range:	[1,6]	missing .:	5,964/15,778
tabulation:	Freq.	Numeric	Label
	253	1	1. Not relevant at all
	48	2	
	151	3	
	423	4	
	904	5	5. Very relevant
	8,035	6	6. No answer
	5,964	.	

#### V59\_sonstiges\_txt Other criterion (open specification)

type:	string (strL)	missing .:	0/15,778
unique values:	1,301		

---

**V59\_sonstiges\_txt\_Codes****No answer for other criterion**

range: [1,1]

missing .: 7,514/15,778

tabulation:	Freq.	Numeric	Label
	8,264	1	1. No answer
	7,514	.	

---

**V60. And what is it like in your discipline in general? How relevant are the following criteria for the sequence of authors in your discipline?**

- Item 1 Alphabetical order  
Item 2 Academic position  
Item 3 Amount of work contributed  
Item 4 Number of pages written  
Item 5 Number of articles already written  
Item 6 Securing of project funding  
Item 7 Importance for subsequent career  
Item 8 Other criterion, namely: \_\_\_\_\_

Not relevant at all ..... 1  
☐ ..... 2  
☐ ..... 3  
☐ ..... 4  
Very relevant ..... 5

**V60\_Item1\_GV1 Alphabetical order**

range: [1,6]

missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	6,852	1	1. Not relevant at all
	1,499	2	
	1,928	3	
	1,600	4	
	2,814	5	5. Very relevant
	1,085	6	6. No answer

**V60\_Item2\_GV1 Academic position**

range: [1,6]

missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	2,958	1	1. Not relevant at all
	1,640	2	
	3,083	3	
	3,745	4	
	3,205	5	5. Very relevant
	1,147	6	6. No answer

**V60\_Item3\_GV1 Amount of work contributed**

range: [1,6]

missing .: 0/15,778

tabulation:	Freq.	Numeric	Label
	2,336	1	1. Not relevant at all
	1,934	2	
	3,588	3	
	3,901	4	
	2,759	5	5. Very relevant
	1,260	6	6. No answer

**V60\_Item4\_GV1      Number of pages written**

```
range: [1,6] missing.: 0/15,778
tabulation: Freq. Numeric Label
              3,046      1 1. Not relevant at all
              2,286      2
              3,962      3
              3,470      4
              1,725      5 5. Very relevant
              1,289      6 6. No answer
```

**V60\_Item5\_GV1      Number of articles already written**

```
range: [1,6] missing.: 0/15,778
tabulation: Freq. Numeric Label
              5,841      1 1. Not relevant at all
              2,824      2
              2,999      3
              2,058      4
              734        5 5. Very relevant
              1,322      6 6. No answer
```

**V60\_Item6\_GV1      Securing of project funding**

```
range: [1,6] missing.: 0/15,778
tabulation: Freq. Numeric Label
              3,332      1 1. Not relevant at all
              1,822      2
              3,496      3
              3,632      4
              2,192      5 5. Very relevant
              1,303      6 6. No answer
```

**V60\_Item7\_GV1      Importance for subsequent career**

```
range: [1,6] missing.: 0/15,778
tabulation: Freq. Numeric Label
              4,036      1 1. Not relevant at all
              2,912      2
              4,113      3
              2,359      4
              1,013      5 5. Very relevant
              1,345      6 6. No answer
```

**V60\_Item8\_GV1      Other criterion, namely: \_\_\_\_\_**

```
range: [1,6] missing.: 0/15,778
tabulation: Freq. Numeric Label
              411        1 1. Not relevant at all
              81         2
              226        3
              345        4
              489        5 5. Very relevant
              14,420      6 6. No answer
```

---

**V60\_sonstiges\_txt      Other criterion (open specification)**

```
type: string (strL)
unique values: 1,009 missing "": 0/15,778
```

---

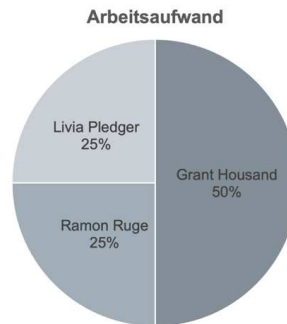
**V60\_sonstiges\_txt\_Codes      No answer for other criterion**

```
range: [1,1] missing.: 1,177/15,778
tabulation: Freq. Numeric Label
              14,601      1 1. No answer
              1,177      .
```

---

**V61. [RANDOMLY SELECT A VIGNETTE FROM THE VIGNETTE UNIVERSE ]**  
**In the following section we will present you with four fictitious examples.**  
**Assume that these three authors have jointly written a journal article.**

Name	Akademische Position
Livia Pledger	Doktorand
Grant Housand	Doktorand
Ramon Ruge	Doktorand



**What order would you put the authors in?**

First author	Second author	Third author
Housand	Housand	Housand
Pledger	Pledger	Pledger
Ruge	Ruge	Ruge

---

**V61\_vignette\_Id** **ID of the Vignette**

range: [1,192] missing 0/15,778

mean: 96.4277

std. dev: 55.4807

percentiles: 10% 25% 50% 75% 90%

19 48 97 145 173

---

**V61\_vignette\_gendercomp** **Order of gender**

range: [1,8] missing .: 0/15,778

tabulation:

Freq.	Numeric	Label
1,990	1	1. mmm
1,975	2	2. mmf
1,958	3	3. mfm
1,954	4	4. fmm
2,009	5	5. mff
1,899	6	6. fmf
2,033	7	7. ffm
1,960	8	8. fff

---

**V61\_vignette\_statuscomp** **Order of academic position**

range: [1,8] missing .: 0/15,778

tabulation:

Freq.	Numeric	Label
1,994	1	1. ppp
2,010	2	2. ppd
1,944	3	3. pdp
1,981	4	4. dpp
1,991	5	5. pdd
1,949	6	6. dpd
1,930	7	7. ddp
1,979	8	8. ddd

---

**V61\_vignette\_contribution      Amount of work contributed**

```

range: [1,2]                                missing .: 0/15,778
tabulation: Freq.   Numeric   Label
              7,889         1   1. equal
              7,889         2   2. inequal

```

---

**V61\_vignette\_nameorder      Order of surnames by place in the alphabet**

```

range: [1,6]                                missing .: 0/15,778
tabulation: Freq.   Numeric   Label
              2,592         1   1. 123
              2,617         2   2. 132
              2,675         3   3. 213
              2,588         4   4. 231
              2,640         5   5. 312
              2,666         6   6. 321

```

---

**V61\_Autor1\_Vorname      First name author 1** (In the table at the top, pie chart quadrant top left)

```

type: string (strL)
unique values: 598                                missing "": 0/15,778

```

---

**V61\_Autor1\_Nachname      Last name author 1** (In the table at the top, pie chart quadrant at the top left)

```

type: string (strL)
unique values: 900                                missing "": 0/15,778

```

---

**V61\_Autor2\_Vorname      First name author 2** (In the middle of the table, pie chart clockwise after author1)

```

type: string (strL)
unique values: 598                                missing "": 0/15,778

```

---

**V61\_Autor2\_Nachname      Last name author 2** (In the middle of the table, pie chart clockwise after author1)

```

type: string (strL)
unique values: 900                                missing "": 0/15,778

```

---

**V61\_Autor3\_Vorname      First name author 3** (In the bottom of the table, pie chart clockwise after author2)

```

type: string (strL)
unique values: 598                                missing "": 0/15,778

```

---

**V61\_Autor3\_Nachname      Last name author 3** (In the bottom of the table, pie chart clockwise after author2)

```

type: string (strL)
unique values: 900                                missing .: 0/15,778

```

---

**V61\_rank1      First author**

```

range: [1,4]                                missing .: 0/15,778
tabulation: Freq.   Numeric   Label
              3,256         1   1. author 1
              8,926         2   2. author 2
              2,932         3   3. author 3
              664           4   4. No answer

```

---

**V61\_rank2****Second author**

range: [1,4] missing .: 0/15,778  
 tabulation: Freq. Numeric Label  
 6,017 1 1. author 1  
 2,922 2 2. author 2  
 6,004 3 3. author 3  
 835 4 4. No answer

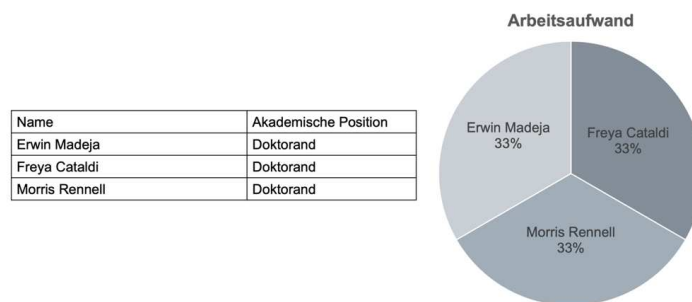
**V61\_rank3****Third author**

range: [1,4] missing .: 0/15,778  
 tabulation: Freq. Numeric Label  
 5,707 1 1. author 1  
 3,270 2 2. author 2  
 6,044 3 3. author 3  
 757 4 4. No answer

**V62.**

**[RANDOMLY SELECT A VIGNETTE FROM THE VIGNETTE UNIVERSE; BUT NOT THE ONE FROM V61].**

**Assume that these three authors have jointly written a journal article.**



**What order would you put the authors in?**

First author	Second author	Third author
Cataldi	Cataldi	Cataldi
Madeja	Madeja	Madeja
Rennell	Rennell	Rennell

**V62\_vignette\_Id****ID of the Vignette**

range: [1,192] missing 0/15,778  
 mean: 96.5074 std. dev: 55.6929  
 percentiles: 10% 25% 50% 75% 90%  
 19 48 96 145 173

**V62\_vignette\_gendercomp****Order of gender**

range: [1,8] missing .: 0/15,778  
 tabulation: Freq. Numeric Label  
 1,983 1 1. mmm  
 2,010 2 2. mmf  
 1,941 3 3. mfm  
 1,956 4 4. fmm  
 1,925 5 5. mff  
 1,972 6 6. fmf  
 2,014 7 7. ffm  
 1,977 8 8. fff



---

**V62 \_vignette\_statuscomp****Order of academic position**

```
range: [1,8] missing .: 0/15,778
tabulation: Freq. Numeric Label
              1,966      1 1. ppp
              1,969      2 2. ppd
              1,992      3 3. pdp
              1,942      4 4. dpp
              2,016      5 5. pdd
              1,934      6 6. dpd
              2,046      7 7. ddp
              1,913      8 8. ddd
```

---

**V62 \_vignette\_contribution****Amount of work contributed**

```
range: [1,2] missing .: 0/15,778
tabulation: Freq. Numeric Label
              7,939      1 1. equal
              7,839      2 2. inequal
```

---

**V62 \_vignette\_nameorder****Order of surnames by place in the alphabet**

```
range: [1,6] missing .: 0/15,778
tabulation: Freq. Numeric Label
              2,665      1 1. 123
              2,645      2 2. 132
              2,659      3 3. 213
              2,687      4 4. 231
              2,555      5 5. 312
              2,567      6 6. 321
```

---

**V62 \_Autor1\_Vorname****First name author 1** (In the table at the top, pie chart quadrant at the top left)

```
type: string (strL)
unique values: 598 missing "": 0/15,778
```

---

**V62 \_Autor1\_Nachname****Last name author 1** (In the table at the top, pie chart quadrant at the top left)

```
type: string (strL)
unique values: 900 missing "": 0/15,778
```

---

**V62 \_Autor2\_Vorname****First name author 2** (In the middle of the table, pie chart clockwise after author1)

```
type: string (strL)
unique values: 598 missing "": 0/15,778
```

---

**V62 \_Autor2\_Nachname****Last name author 2** (In the middle of the table, pie chart clockwise after author1)

```
type: string (strL)
unique values: 900 missing "": 0/15,778
```

---

**V62 \_Autor3\_Vorname****First name author 3** (In the bottom of the table, pie chart clockwise after author2)

```
type: string (strL)
unique values: 598 missing "": 0/15,778
```

---

**V62\_Autor3\_Nachname Last name author 3** (In the bottom of the table, pie chart clockwise after author2)

```

type: string (strL)
unique values: 900
missing "": 0/15,778

```

**V62\_rank1 First author**

```

range: [1,4]
tabulation: Freq. Numeric Label
              3,264      1 1. author 1
              8,862      2 2. author 2
              2,931      3 3. author 3
              721        4 4. No answer
missing .: 0/15,778

```

**V62\_rank2 Second author**

```

range: [1,4]
tabulation: Freq. Numeric Label
              6,018      1 1. author 1
              2,937      2 2. author 2
              5,892      3 3. author 3
              931        4 4. No answer
missing .: 0/15,778

```

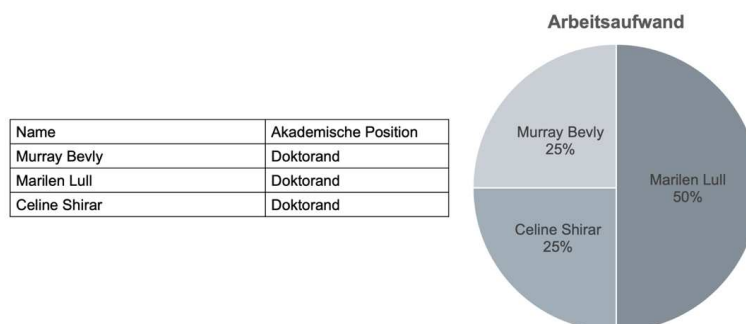
**V62\_rank3 Third author**

```

range: [1,4]
tabulation: Freq. Numeric Label
              5,610      1 1. author 1
              3,244      2 2. author 2
              6,079      3 3. author 3
              845        4 4. No answer
missing .: 0/15,778

```

**V63. [RANDOMLY SELECT A VIGNETTE FROM THE VIGNETTE UNIVERSE; BUT NOT THE ONE FROM V61 or V62].**  
**Assume that these three authors have jointly written a journal article.**



**What order would you put the authors in?**

First author	Second author	Third author
Bevly	Bevly	Bevly
Lull	Lull	Lull
Shirar	Shirar	Shirar

**V63 \_vignette\_Id****ID of the Vignette**

```
range: [1,192] missing .: 0/15,778
mean: 96.7706 std. dev: 55.1036
percentiles: 10% 25% 50% 75% 90%
              20 49 97 145 173
```

---

**V63 \_vignette\_gendercomp****Order of gender**

```
range: [1,8] missing .: 0/15,778
tabulation: Freq. Numeric Label
1,907 1 1. mmm
1,979 2 2. mmf
1,975 3 3. mfm
2,000 4 4. fmm
2,025 5 5. mff
1,946 6 6. fmf
1,989 7 7. ffm
1,957 8 8. fff
```

---

**V63 \_vignette\_statuscomp****Order of academic position**

```
range: [1,8] missing .: 0/15,778
tabulation: Freq. Numeric Label
1,961 1 1. ppp
1,954 2 2. ppd
2,004 3 3. pdp
1,973 4 4. dpp
1,942 5 5. pdd
1,946 6 6. dpd
2,034 7 7. ddp
1,964 8 8. Ddd
```

---

**V63 \_vignette\_contribution****Amount of work contributed**

```
range: [1,2] missing .: 0/15,778
tabulation: Freq. Numeric Label
7,880 1 1. equal
7,898 2 2. Inequal
```

---

**V63 \_vignette\_nameorder****Order of surnames by place in the alphabet**

```
range: [1,6] missing .: 0/15,778
tabulation: Freq. Numeric Label
2,591 1 1. 123
2,708 2 2. 132
2,691 3 3. 213
2,670 4 4. 231
2,563 5 5. 312
2,555 6 6. 321
```

---

**V63 \_Autor1\_Vorname****First name author 1** (In the table at the top, pie chart quadrant top left)

```
type: string (strL)
unique values: 598 missing "": 0/15,778
```

---

**V63 \_Autor1\_Nachname****Last name author 1** (In the table at the top, pie chart quadrant top left)

```

type: string (strL)
unique values: 900
missing "": 0/15,778

```

---

**V63\_Autor2\_Vorname      First name author 2** (In the middle of the table, pie chart clockwise after author 1)

```

type: string (strL)
unique values: 598
missing "": 0/15,778

```

---

**V63\_Autor2\_Nachname      Last name author 2** (In the middle of the table, pie chart clockwise after author 1)

```

type: string (strL)
unique values: 900
missing "": 0/15,778

```

---

**V63\_Autor3\_Vorname      First name author 3** (In the bottom of the table, pie chart clockwise after author2)

```

type: string (strL)
unique values: 598
missing "": 0/15,778

```

---

**V63\_Autor3\_Nachname      Last name author 3** (In the bottom of the table, pie chart clockwise after author2)

```

type: string (strL)
unique values: 900
missing "": 0/15,778

```

---

**V63\_rank1      First author**

```

range: [1,4]
tabulation: Freq.   Numeric   Label
              3,223         1   1. author 1
              8,911         2   2. author 2
              2,846         3   3. author 3
              798          4   4. No answer
missing .: 0/15,778

```

---

**V63\_rank2      Second author**

```

range: [1,4]
tabulation: Freq.   Numeric   Label
              6,088         1   1. author 1
              2,823         2   2. author 2
              5,889         3   3. author 3
              978          4   4. No answer
missing .: 0/15,778

```

---

**V63\_rank3      Third author**

```

range: [1,4]
tabulation: Freq.   Numeric   Label
              5,516         1   1. author 1
              3,252         2   2. author 2
              6,105         3   3. author 3
              905          4   4. No answer
missing .: 0/15,778

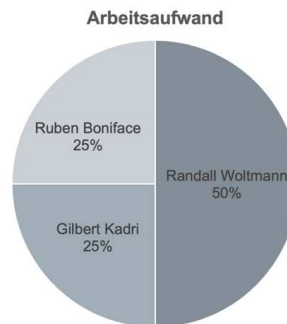
```

---

**V64. [RANDOMLY SELECT A VIGNETTE FROM THE VIGNETTE UNIVERSE; BUT NOT THE ONE FROM V61, V62 or V63]**

**Assume that these three authors have jointly written a journal article.**

Name	Akademische Position
Ruben Boniface	Professor
Randall Woltmann	Doktorand
Gilbert Kadri	Doktorand



**What order would you put the authors in?**

First author	Second author	Third author
Boniface	Boniface	Boniface
Kadri	Kadri	Kadri
Woltmann	Woltmann	Woltmann

**V64\_vignette\_Id**

**ID of the Vignette**

```

range: [1,192]
mean: 96.7943
percentiles: 10% 20
std. dev: 55.2799
missing.: 0/15,778
percentiles: 25% 49
50% 97
75% 145
90% 173

```

**V64\_vignette\_gendercomp**

**Order of gender**

```

range: [1,8]
tabulation: Freq. Numeric Label
1,949 1 1. mmm
1,959 2 2. mmf
1,934 3 3. mfm
2,019 4 4. fmm
1,989 5 5. mff
1,983 6 6. fmf
1,966 7 7. ffm
1,979 8 8. fff
missing.: 0/15,778

```

**V64\_vignette\_statuscomp**

**Order of academic position**

```

range: [1,8]
tabulation: Freq. Numeric Label
1,956 1 1. ppp
1,971 2 2. ppd
1,979 3 3. pdp
1,944 4 4. dpp
2,002 5 5. pdd
1,992 6 6. dpd
1,939 7 7. ddp
1,995 8 8. ddd
missing.: 0/15,778

```

**V64\_vignette\_contribution**      **Amount of work contributed**

```

range: [1,2]                                missing .: 0/15,778
tabulation: Freq.   Numeric   Label
              7,895         1   1. equal
              7,883         2   2. Inequal

```

---

**V64\_vignette\_nameorder**      **Order of surnames by place in the alphabet**

```

range: [1,6]                                missing .: 0/15,778
tabulation: Freq.   Numeric   Label
              2,588         1   1. 123
              2,616         2   2. 132
              2,680         3   3. 213
              2,614         4   4. 231
              2,708         5   5. 312
              2,572         6   6. 321

```

---

**V64\_Autor1\_Vorname**      **First name author 1** (In the table at the top, pie chart quadrant at the top left)

```

type: string (strL)
unique values: 598                                missing "": 0/15,778

```

---

**V64\_Autor1\_Nachname**      **Last name author 1** (In the table at the top, pie chart quadrant at the top left)

```

type: string (strL)
unique values: 900                                missing "": 0/15,778

```

---

**V64\_Autor2\_Vorname**      **First name author 2** (In the middle of the table, pie chart clockwise after author1)

```

type: string (strL)
unique values: 598                                missing "": 0/15,778

```

---

**V64\_Autor2\_Nachname**      **Last name author 2** (In the middle of the table, pie chart clockwise after author1)

```

type: string (strL)
unique values: 900                                missing "": 0/15,778

```

---

**V64\_Autor3\_Vorname**      **First name author 3** (In the bottom of the table, pie chart clockwise after author2)

```

type: string (strL)
unique values: 598                                missing "": 0/15,778

```

---

**V64\_Autor3\_Nachname**      **Last name author 3** (In the bottom of the table, pie chart clockwise after author2)

```

type: string (strL)
unique values: 900                                missing "": 0/15,778

```

---

**V64\_rank1**      **First author**

```

range: [1,4]                                missing .: 15/15,778
tabulation: Freq.   Numeric   Label
              3,189         1   1. author 1
              8,825         2   2. author 2
              2,944         3   3. author 3
                805         4   4. No answer
                 15         .

```

---

**V64\_rank2****Second author**

```
range: [1,4] missing .: 15/15,778
tabulation: Freq. Numeric Label
              5,980      1 1. author 1
              2,894      2 2. author 2
              5,855      3 3. author 3
              1,034      4 4. No answer
              15         .
```

---

**V64\_rank3****Third author**

```
range: [1,4] missing .: 15/15,778
tabulation: Freq. Numeric Label
              5,588      1 1. author 1
              3,227      2 2. author 2
              5,971      3 3. author 3
              977        4 4. No answer
              15         .
```

---

**V65. Depending on the discipline or institution, authorship and acknowledgements are handled differently. In publications you are involved in, which of the activities or functions mentioned below justifies, on its own, naming the person as a co-author, and which merit a mention in the acknowledgements?<sup>19</sup>**  
**The person was solely...**

- Item 1 involved in writing the text
- Item 2 involved in planning the study on which the text is based
- Item 3 involved in processing the data
- Item 4 involved in analysing the data
- Item 5 involved in the acquisition of third-party funding
- Item 6 involved in interpreting the data
- Item 7 advising on the application of particular methods
- Item 8 involved in the collection of data or material
- Item 9 in a leadership role (without any practical or content-related contribution)
- Item 10 the doctoral supervisor of one of the co-authors

Mention as author..... 1  
Mention in the acknowledgments ..... 2  
Neither ..... 3

**V65\_Item1\_GV1 involved in writing the text**

```
range: [1,4] missing .: 168/15,778
tabulation: Freq. Numeric Label
              14,364      1 1. Mention as author
              789         2 2. Mention in the acknowledgments
              165         3 3. Neither
              296         4 4. No answer
              164         .
```

**V65\_Item2\_GV1 involved in planning the study on which the text is based**

```
range: [1,4] missing .: 171/15,778
tabulation: Freq. Numeric Label
```

---

<sup>19</sup> Weitgehend übernommen aus der DZHW-Wissenschaftlerbefragung 2016 (Neufeld/Johann 2016).

9,790	1	1. Mention as author
4,941	2	2. Mention in the acknowledgments
480	3	3. Neither
400	4	4. No answer
167	.	

#### **V65\_Item3\_GV1      involved in processing the data**

range: [1,4]		missing .: 174/15,778
tabulation:	Freq.	Numeric    Label
	8,075	1    1. Mention as author
	6,503	2    2. Mention in the acknowledgments
	602	3    3. Neither
	428	4    4. No answer
	170	.

#### **V65\_Item4\_GV1      involved in analysing the data**

range: [1,4]		missing .: 175/15,778
tabulation:	Freq.	Numeric    Label
	11,787	1    1. Mention as author
	3,129	2    2. Mention in the acknowledgments
	274	3    3. Neither
	418	4    4. No answer
	170	.

#### **V65\_Item5\_GV1      involved in the acquisition of third-party funding**

range: [1,4]		missing .: 174/15,778
tabulation:	Freq.	Numeric    Label
	3,956	1    1. Mention as author
	8,778	2    2. Mention in the acknowledgments
	2,499	3    3. Neither
	376	4    4. No answer
	169	.

#### **V65\_Item6\_GV1      involved in interpreting the data**

range: [1,4]		missing .: 177/15,778
tabulation:	Freq.	Numeric    Label
	10,751	1    1. Mention as author
	3,973	2    2. Mention in the acknowledgments
	455	3    3. Neither
	427	4    4. No answer
	172	.

#### **V65\_Item7\_GV1      advising on the application of particular methods**

range: [1,4]		missing .: 175/15,778
tabulation:	Freq.	Numeric    Label
	1,198	1    1. Mention as author
	12,621	2    2. Mention in the acknowledgments
	1,439	3    3. Neither
	350	4    4. No answer
	170	.

#### **V65\_Item8\_GV1      involved in the collection of data or material**

range: [1,4]		missing .: 178/15,778
tabulation:	Freq.	Numeric    Label
	5,897	1    1. Mention as author
	8,294	2    2. Mention in the acknowledgments
	994	3    3. Neither
	420	4    4. No answer
	173	.



**V65\_Item9\_GV1 in a leadership role (without any practical or content-related contribution)**

```
range: [1,4] missing .: 177/15,778
tabulation: Freq. Numeric Label
              2,672      1 1. Mention as author
              5,449      2 2. Mention in the acknowledgments
              7,127      3 3. Neither
              358       4 4. No answer
              172       .
```

---

**V65\_Item10\_GV1 the doctoral supervisor of one of the co-authors**

```
range: [1,4] missing .: 179/15,778
tabulation: Freq. Numeric Label
              4,186      1 1. Mention as author
              5,096      2 2. Mention in the acknowledgments
              5,947      3 3. Neither
              380       4 4. No answer
              174       .
```

---

**V66. [IF V52 = 1] Within the last three years, how often have you had conflicts about who would be named as the author of a manuscript, or in which order the authors would be named?**

```
range: [1,7] missing .: 4,255/15,778
tabulation: Freq. Numeric Label
              5,228      1 1. Never
              2,641      2 2. Very rarely
              1,410      3 3. Rarely
              1,619      4 4. Sometimes
              447       5 5. Often
              148       6 6. Very often
              30       7 7. No answer
              4,255      .
```

---

**V67. [IF V66 > 1] What exactly does that mean? How many conflicts did you have in this period?**

```
range: [0,1111] missing .: 9,715/15,778
mean: 2.06103 std. dev: 14.3942
percentiles: 10% 25% 50% 75% 90%
              1 1 1 2 3
```

---

**V67\_Codes No answer for V67**

```
range: [1,1] missing .: 15,577/15,778
tabulation: Freq. Numeric Label
              201      1 1. No answer
              15,577     .
```

---

**V68. [IF V66 > 1] How stressful were these conflicts for you?**

```
range: [1,8] missing .: 9,514/15,778
tabulation: Freq. Numeric Label
              739      1 1. Not stressful at all
              1,395     2
              771      3
              713      4
              1,137     5
              898      6
              585      7 7. Very stressful
```

26 8 8. No answer  
9,514 .

**V69. [IF V41 = 1 OR 3]  
How important are the following criteria for you when choosing a journal for the submission of a manuscript?<sup>20</sup>  
[ITEMS RANDOMIZED]**

- Item 1 Reputation of the journal
- Item 2 Likelihood of acceptance
- Item 3 Journal/articles in native language
- Item 4 Opportunity to reach specialist audience
- Item 5 Accessible free of charge to specialist audience
- Item 6 International character of the journal
- Item 7 Short time between submission and publication
- Item 8 Journal impact factor (JIF)
- Item 9 Interdisciplinary character of the journal
- Item 10 Open access

Not important at all ..... 1  
☐ ..... 2  
☐ ..... 3  
☐ ..... 4  
 Very important ..... 5

**V69\_Item1\_GV1 Reputation of the journal**

range: [1,6] missing .: 1,173/15,778  
 tabulation: Freq. Numeric Label  
                   110 1 1. Not important at all  
                   253 2  
                   1,365 3  
                   5,486 4  
                   7,185 5 5. Very important  
                   207 6 6. No answer  
                   1,173 .

**V69\_Item2\_GV1 Likelihood of acceptance**

range: [1,6] missing .: 1,173/15,778  
 tabulation: Freq. Numeric Label  
                   830 1 1. Not important at all  
                   2,158 2  
                   5,065 3  
                   4,961 4  
                   1,360 5 5. Very important  
                   232 6 6. No answer  
                   1,173 .

**V69\_Item3\_GV1 Journal/articles in native language**

range: [1,6] missing .: 1,173/15,778  
 tabulation: Freq. Numeric Label  
                   9,167 1 1. Not important at all  
                   1,894 2  
                   1,571 3

<sup>20</sup> Largely adopted from the DZHW scientist survey 2016 (Neufeld/Johann 2016).

	1,094	4	
	638	5	5. Very important
	241	6	6. No answer
	1,173	.	

**V69\_Item4\_GV1      Opportunity to reach specialist audience**

range: [1,6]      missing .: 1,173/15,778

tabulation:	Freq.	Numeric	Label
	360	1	1. Not important at all
	576	2	
	2,098	3	
	5,716	4	
	5,630	5	5. Very important
	226	6	6. No answer
	1,172	.	

**V69\_Item5\_GV1      Accessible free of charge to specialist audience**

range: [1,6]      missing .: 1,173/15,778

tabulation:	Freq.	Numeric	Label
	1,937	1	1. Not important at all
	2,477	2	
	3,980	3	
	3,697	4	
	2,275	5	5. Very important
	239	6	6. No answer
	1,173	.	

**V69\_Item6\_GV1      International character of the journal**

range: [1,6]      missing .: 1,173/15,778

tabulation:	Freq.	Numeric	Label
	492	1	1. Not important at all
	844	2	
	2,256	3	
	4,961	4	
	5,830	5	5. Very important
	223	6	6. No answer
	1,172	.	

**V69\_Item7\_GV1      Short time between submission and publication**

range: [1,6]      missing .: 1,173/15,778

tabulation:	Freq.	Numeric	Label
	1,347	1	1. Not important at all
	3,524	2	
	5,145	3	
	3,389	4	
	967	5	5. Very important
	233	6	6. No answer
	1,173	.	

**V69\_Item8\_GV1      Journal Impact Factor (JIF)**

range: [1,6]      missing .: 1,173/15,778

tabulation:	Freq.	Numeric	Label
	1,283	1	1. Not important at all
	1,502	2	
	3,072	3	
	4,664	4	
	3,758	5	5. Very important
	326	6	6. No answer
	1,173	.	

**V69\_Item9\_GV1      Interdisciplinary character of the journal**

range: [1,6]      missing .: 1,173/15,778

tabulation:	Freq.	Numeric	Label
	2,955	1	1. Not important at all
	3,817	2	
	4,301	3	

2,363	4
917	5 5. Very important
252	6 6. No answer
1,173	.

#### V69\_Item10\_GV1 Open-Access

range: [1,6]		missing .: 1,173/15,778	
tabulation:	Freq.	Numeric	Label
	1,693	1	1. Not important at all
	2,188	2	
	3,970	3	
	3,986	4	
	2,527	5	5. Very important
	242	6	6. No answer
	1,172	.	

---

#### V70. How often have you acted as a reviewer for scholarly articles?

range: [1,7]		missing .: 264/15,778	
tabulation:	Freq.	Numeric	Label
	4,976	1	1. Never
	1,838	2	2. Very rarely
	1,442	3	3. Rarely
	3,073	4	4. Sometimes
	2,521	5	5. Often
	1,636	6	6. Very often
	28	7	7. No answer
	264	.	

---

#### V71. [IF V41 = 1 OR 3]

**Do you have any experience with empirical research projects in which the data were or can be analysed with statistical methods in order to publish them in a scientific journal?**

range: [0,2]		missing .: 1,182/15,778	
tabulation:	Freq.	Numeric	Label
	7,247	0	0. No
	7,304	1	1. Yes
	45	2	2. No answer
	1,182	.	

---

#### V72. [IF V71 = 1]

**For the following questions, please think about research projects of this kind. How often does it happen that you don't write up manuscripts at all, or don't write them up completely, because there have been conflicts over authorship?**

range: [0,11]		missing .: 8,476/15,778	
0. Never	5,136		
1	969		
2	506		
3	204		
4	78		
5. In half the cases	128		
6	30		
7	43		
8	26		
9	6		
10. Always	9		
11. No answer	167		

---

**V73. [IF V71 = 1]**  
**How often does it happen that you don't write up manuscripts at all, or don't write them up completely, because your results were not statistically significant?**

```

range:  [0,77]                                missing .:  8,479/15,778
      0. Never | 1,686
      1 | 725
      2 | 1,085
      3 | 819
      4 | 350
      5. In half the cases | 538
      6 | 193
      7 | 339
      8 | 385
      9 | 174
      10. Always | 134
      11. No answer | 104
      77. Does not apply | 767

```

---

**V74. [IF V71 = 1]**  
**How often does the statistical significance of your results play a part in the choice of the journal you submit your manuscript to?**

```

range:  [0,77]                                missing .:  8,481/15,778
      0.Never | 1,395
      1 | 437
      2 | 578
      3 | 465
      4 | 213
      5. In half the cases | 560
      6 | 269
      7 | 631
      8 | 785
      9 | 362
      10. Never | 491
      11. No answer | 134
      77. Does not apply | 977

```

---

**V75. [IF V71 = 1]**  
**How often have your manuscripts been rejected because your results were not statistically significant?**

```

range:  [0,77]                                missing .:  8,482/15,778
      0. Never | 2,631
      1 | 570
      2 | 639
      3 | 377
      4 | 171
      5. In half the cases | 257
      6 | 114
      7 | 176
      8 | 133
      9 | 79
      10. Never | 33
      11. No answer | 163
      77. Does not apply | 1,953

```

**V76. [IF V71 = 1]  
In your estimation, how often are manuscripts rejected by editors because the results are not statistically significant?**

range:	[0,11]	missing	:: 8,483/15,778
0. Never		373	
1		312	
2		749	
3		855	
4		438	
5. In half the cases		1,306	
6		494	
7		857	
8		905	
9		358	
10. Never		152	
11. No answer		496	

**V77. [IF V71 = 1]  
In your estimation, how often are manuscripts rejected by reviewers because the results are not statistically significant?**

range:	[0,11]	missing	:: 8,485/15,778
0. Never		238	
1		257	
2		638	
3		791	
4		549	
5. In half the cases		1,249	
6		565	
7		928	
8		1,021	
9		454	
10. Always		151	
11. No answer		452	

**V78. [IF V71 = 1) AND (V70 = 2, 3, 4, 5 OR 6)]  
In your role as a reviewer, how often have you recommended rejecting a manuscript because the results were not statistically significant?**

range:	[0,11]	missing	:: 10,252/15,778
0. Never		2,358	
1		506	
2		660	
3		494	
4		207	
5. In half the cases		346	
6		139	
7		213	
8		185	
9		84	
10. Never		143	
11. No answer		191	

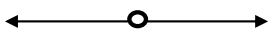
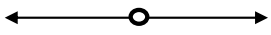

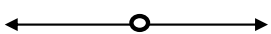
V79. [IF V71 = 1]  
In your role as an editor, how often have you rejected a manuscript because the results were not statistically significant?

```

range:  [0,11]                                missing .:  8,489/15,778
      0. Never |                               1,114
          1 |                               230
          2 |                               283
          3 |                               227
          4 |                               102
      5. In half the cases |                   139
          6 |                               56
          7 |                               97
          8 |                               95
          9 |                               58
      10. Always |                            62
      11. No answer |                         290
      77. I've never been an editor |         4,536

```

V80. Where would you place yourself on the following scales?<sup>21</sup>  
[THE FOUR ITEMS WERE DISPLAYED ON ONE SCREEN]

I personally think one <u>shouldn't</u> write manuscripts on studies that don't produce the expected results		I personally think one <u>should</u> write manuscripts on all studies, regardless of the results
As an academic, I'm not <u>expected</u> to write manuscripts on studies that don't produce the expected results		As an academic, I'm <u>expected</u> to write manuscripts on all my studies, regardless of the results
<u>Most</u> academics don't write manuscripts on studies that don't produce the expected results		<u>Most</u> academics write manuscripts on all their studies, regardless of the results
I don't <u>write</u> manuscripts on studies that don't produce the expected results		I <u>write</u> manuscripts on all my studies, regardless of the results

V80\_Item1

```

range:  [-5,5]                                missing .:  830/15,778

I personally think one shouldn't write
manuscripts on studies that don't
produce the expected results
-5 | 133
-4 | 123
-3 | 183
-2 | 188
-1 | 137
 0 | 643
 1 | 567
 2 | 1,677
 3 | 3,122
 4 | 3,564
 5 | 4,611

I personally think one should
write manuscripts on all studies,
regardless of the results

```

V80\_Item1\_Codes

```

range:  [1,1]                                missing .:  15,302/15,778
tabulation:  Freq.  Numeric  Label
              476        1    1. No answer

```

<sup>21</sup> Adapted from classification by Bicchieri (2005)

15,302 .

### V80\_Item2

range: [-5,5] missing .: 1,160/15,778

As an academic, I'm not expected  
to write manuscripts on studies that  
don't produce the expected results

-5		628
-4		698
-3		948
-2		865
-1		469
0		1,475
1		913
2		1,665
3		2,221
4		2,129
5		2,611

As an academic, I'm expected  
to write manuscripts on all my studies,  
regardless of the results

### V80\_Item2\_Codes

range:	[1,1]	missing .:	14,980/15,778
tabulation:	Freq.	Numeric	Label
	798	1	1. No answer
	14,980	.	

### V80\_Item3

range: [-5,5] missing .: 1,373/15,778

Most academics don't write  
manuscripts on studies that don't  
produce the expected results

-5		982
-4		1,692
-3		2,276
-2		1,932
-1		1,070
0		1,947
1		1,084
2		1,423
3		1,066
4		594
5		348

Most academics write manuscripts  
on all their studies, regardless  
of the results

### V80\_Item3\_Codes

range:	[1,1]	missing .:	14,768/15,778
tabulation:	Freq.	Numeric	Label
	1,010	1	1. No answer
	14,768	.	

### V80\_Item4

range: [-5,5] missing .: 1,323/15,778

I don't write manuscripts on  
studies that don't produce the  
expected results

-5		376
-4		388
-3		551



	-2	692
	-1	583
	0	1,492
	1	1,379
	2	2,124
	3	2,383
	4	2,089
	5	2,398
I <u>write</u> manuscripts on all my studies, regardless of the results		

#### V80\_Item4\_Codes

range: [1,1]		missing .: 14,818/15,778	
tabulation:	Freq.	Numeric	Label
	960	1	1. No answer
	14,818	.	

V81. [IF Vspl1t = 1,2,5,6,9,10,13,14,17,18,21,22,25,26,29,30,33,34,37,38, 41,42,45,46,49,50,53,54,57,58,61,62,65,66,69,70,73,74,77,78,81,82,85,86,89,90,93, 94,97,98,101,102,105,106,109,110,113,114,117,118,121,122,125 OR 126]  
In the following section you will find 5 views on different ways of working in academia. For each statement, say how much you can relate to it.  
[ITEMS RANDOMIZED]

- Item 1 To survive in the competitive, “publish or perish” academic environment, you can’t always stick to all the rules.
- Item 2 If the idea is good and plausible, then publishing embellished results will do no harm.
- Item 3 Many editors want impressive results, so if you help things along a bit you’re doing them a favour.
- Item 4 Many influential academics have only made it to the top by means of tricks; so they shouldn’t condemn you if you do it yourself.
- Item 5 In order to be loyal to colleagues, you sometimes have to play along with little inconsistencies.

- Can’t relate at all ..... 1
- ☐ ..... 2
- ☐ ..... 3
- ☐ ..... 4
- ☐ ..... 5
- ☐ ..... 6
- Can completely relate..... 7

V81\_Item1\_GV1 To survive in the competitive, “publish or perish” academic environment, you can’t always stick to all the rules.range: [1,8]  
missing .: 7,991/15,778

tabulation:	Freq.	Numeric	Label
	4,119	1	1. Can’t relate at all
	1,643	2	
	609	3	
	476	4	
	467	5	
	220	6	
	144	7	7. Can completely relate
	109	8	8. No answer
	7,991	.	

**V81\_Item2\_GV1      If the idea is good and plausible, then publishing embellished results will do no harm.**

```

range:  [1,8]                                missing .:  7,990/15,778
      tabulation:  Freq.    Numeric  Label
1,218      2      5,581         1  1. Can't relate at all
                        329         3
                        244         4
                        179         5
                        91         6
                        48         7  7. Can completely relate
                        98         8  8. No answer
                        7,990        .

```

**V81\_Item3\_GV1      Many editors want impressive results, so if you help things along a bit you're doing them a favour.**

```

range:  [1,8]                                missing .:  7,991/15,778
      tabulation:  Freq.    Numeric  Label
                        5,129         1  1. Can't relate at all
1,223      2      1,223         2
                        413         3
                        339         4
                        338         5
                        149         6
                        77         7  7. Can completely relate
                        119         8  8. No answer
                        7,991        .

```

**V81\_Item4\_GV1      Many influential academics have only made it to the top by means of tricks; so they shouldn't condemn you if you do it yourself.**

```

range:  [1,8]                                missing .:  7,991/15,778
      tabulation:  Freq.    Numeric  Label
                        4,620         1  1. Can't relate at all
1,543      2      1,543         2
                        502         3
                        467         4
                        283         5
                        128         6
                        94         7  7. Can completely relate
                        150         8  8. No answer
                        7,991        .

```

**V81\_Item5\_GV1      In order to be loyal to colleagues, you sometimes have to play along with little inconsistencies.**

```

range:  [1,8]                                missing .:  7,991/15,778
      tabulation:  Freq.    Numeric  Label
                        3,675         1  1. Can't relate at all
1,860      2      1,860         2
                        752         3
                        518         4
                        546         5
                        223         6
                        99         7  7. Can completely relate
                        114         8  8. No answer
                        7,991        .

```

**V82.** [IF Vsplit = 3,4,7,8,11,12,15,16,19,20,23,24,27,28,31,32,35,36,39,40,43,44,47, 48,51,52,55,56,59,60,63,64,67,68,71,72,75,76,79,80,83,84,87,88,91,92,95,96,99,100, 103,104,107,108,111,112,115,116,119,120,123,124,127 OR 128]  
**In the following section you will find 15 views on different ways of working in academia. For each statement, say how much you can relate to it.**  
**[ITEMS RANDOMIZED]**

- Item 1 To survive in the competitive, “publish or perish” academic environment, you can’t always stick to all the rules.
  - Item 2 Today’s academic system is so unfair that it’s OK if you sometimes resort to unfair means yourself.
  - Item 3 Sometimes it’s necessary to use questionable methods to reach the top of the career ladder.
  - Item 4 If the idea is good and plausible, then publishing embellished results will do no harm.
  - Item 5 There’s no harm in touching things up here or there.
  - Item 6 Doctored results aren’t such a tragedy, since scientific results seldom have an impact on society.
  - Item 7 Many editors want impressive results, so if you help things along a bit you’re doing them a favour.
  - Item 8 Reviewers hardly check the details of manuscripts anymore, so it’s not surprising content is presented in a better light.
  - Item 9 The pressure from journals to produce ever more spectacular and significant results almost invites people to help things along a bit here or there.
  - Item 10 Many influential academics have only made it to the top by means of tricks; so they shouldn’t condemn you if you do it yourself.
  - Item 11 Those who protest the loudest at academic misconduct usually have their own skeletons in the closet.
  - Item 12 Universities are more and more focused on rankings, so they shouldn’t cause trouble for their staff if they occasionally embellish their results.
  - Item 13 In order to be loyal to colleagues, you sometimes have to play along with little inconsistencies.
  - Item 14 To advance society, you sometimes have to help the results along a bit.
  - Item 15 To further the progress of your supervisor/your doctoral student, you sometimes have to help things along a bit if the results are unsatisfactory.
- Can’t relate at all ..... 1  
☐ ..... 2  
☐ ..... 3  
☐ ..... 4  
☐ ..... 5  
☐ ..... 6  
Can completely relate..... 7

**V82\_Item 1\_GV1 To survive in the competitive, “publish or perish” academic environment, you can’t always stick to all the rules.**

range: [1,8] missing .: 8,255/15,778  
tabulation: Freq. Numeric Label  
4,231 1 1. Can’t relate at all  
1,452 2

546	3	
471	4	
357	5	
176	6	
118	7	7. Can completely relate
199	8	8. No answer
8,255	.	

**V82\_Item 2\_GV1      Today's academic system is so unfair that it's OK if you sometimes resort to unfair means yourself.**

range: [1,8]		missing .: 8,253/15,778	
tabulation: Freq.      Numeric      Label			
5,335	1	1	1. Can't relate at all
1,101	2		
334	3		
281	4		
147	5		
89	6		
48	7	7	7. Can completely relate
190	8	8	8. No answer
8,253	.		

**V82\_Item 3\_GV1      Sometimes it's necessary to use questionable methods to reach the top of the career ladder.**

range: [1,8]		missing .: 8,251/15,778	
tabulation: Freq.      Numeric      Label			
5,051	1	1	1. Can't relate at all
983	2		
406	3		
349	4		
298	5		
148	6		
101	7	7	7. Can completely relate
191	8	8	8. No answer
8,251	.		

**V82\_Item 4\_GV1      If the idea is good and plausible, then publishing embellished results will do no harm.**

range: [1,8]		missing .: 8,250/15,778	
tabulation: Freq.      Numeric      Label			
5,656	1	1	1. Can't relate at all
1,077	2		
308	3		
214	4		
88	5		
46	6		
37	7	7	7. Can completely relate
195	8	8	8. No answer
8,351	.		

**V82\_Item 5\_GV1      There's no harm in touching things up here or there.**

range: [1,8]		missing .: 8,254/15,778	
tabulation: Freq.      Numeric      Label			
5,410	1	1	1. Can't relate at all
1,164	2		
303	3		
252	4		
101	5		
55	6		
34	7	7	7. Can completely relate
205	8	8	8. No answer
8,254	.		

**V82\_Item 6\_GV1      Doctored results aren't such a tragedy, since scientific results seldom have an impact on society.**

```

range:  [1,8]                                missing .:  8,253/15,778
      tabulation:  Freq.    Numeric  Label
                        6,045      1    1. Can't relate at all
                        736        2
                        207        3
                        168        4
                        71         5
                        50         6
                        46         7    7. Can completely relate
                        202        8    8. No answer
                        8,253      .

```

**V82\_Item 7\_GV1      Many editors want impressive results, so if you help things along a bit you're doing them a favour.**

```

range:  [1,8]                                missing .:  8,254/15,778
      tabulation:  Freq.    Numeric  Label
                        5,085      1    1. Can't relate at all
                        1,049      2
                        374        3
                        350        4
                        253        5
                        136        6
                        69         7    7. Can completely relate
                        208        8    8. No answer
                        8,254      .

```

**V82\_Item 8\_GV1      Reviewers hardly check the details of manuscripts anymore, so it's not surprising content is presented in a better light.**

```

range:  [1,8]                                missing .:  8,254/15,778
      tabulation:  Freq.    Numeric  Label
                        1,913      1    1. Can't relate at all
                        1,268      2
                        975        3
                        1,045      4
                        1,025      5
                        680        6
                        343        7    7. Can completely relate
                        275        8    8. No answer
                        8,254      .

```

**V82\_Item 9\_GV1      The pressure from journals to produce ever more spectacular and significant results almost invites people to help things along a bit here or there.**

```

range:  [1,8]                                missing .:  8,254/15,778
      tabulation:  Freq.    Numeric  Label
                        3,029      1    1. Can't relate at all
                        1,124      2
                        710        3
                        712        4
                        797        5
                        561        6
                        373        7    7. Can completely relate
                        218        8    8. No answer
                        8,254      .

```

**V82\_Item 10\_GV1      Many influential academics have only made it to the top by means of tricks; so they shouldn't condemn you if you do it yourself.**

```

range:  [1,8]                                missing .:  8,253/15,778
      tabulation:  Freq.    Numeric  Label

```

4,671	1	1. Can't relate at all
1,311	2	
435	3	
464	4	
208	5	
107	6	
61	7	7. Can completely relate
268	8	8. No answer
8,253	.	

**V82\_Item 11\_GV1 Those who protest the loudest at academic misconduct usually have their own skeletons in the closet.**

range: [1,8]		missing .: 8,251/15,778	
tabulation:	Freq.	Numeric	Label
	2,890	1	1. Can't relate at all
	1,258	2	
	662	3	
	1,366	4	
	449	5	
	262	6	
	179	7	7. Can completely relate
	461	8	8. No answer
	8,251	.	

**V82\_Item 12\_GV1 Universities are more and more focused on rankings, so they shouldn't cause trouble for their staff if they occasionally embellish their results.**

range: [1,8]		missing .: 8,255/15,778	
tabulation:	Freq.	Numeric	Label
	5,523	1	1. Can't relate at all
	927	2	
	314	3	
	249	4	
	162	5	
	78	6	
	70	7	7. Can completely relate
	200	8	8. No answer
	8,255	.	

**V82\_Item 13\_GV1 In order to be loyal to colleagues, you sometimes have to play along with little inconsistencies.**

range: [1,8]		missing .: 8,256/15,778	
tabulation:	Freq.	Numeric	Label
	4,090	1	1. Can't relate at all
	1,667	2	
	596	3	
	449	4	
	323	5	
	141	6	
	53	7	7. Voll und ganz nachvollziehbar
	203	8	8. No answer
	8,256	.	

**V82\_Item 14\_GV1 To advance society, you sometimes have to help the results along a bit.**

range: [1,8]		missing .: 8,253/15,778	
tabulation:	Freq.	Numeric	Label
	6,010	1	1. Can't relate at all
	856	2	
	195	3	
	162	4	
	70	5	
	31	6	
	11	7	7. Can completely relate
	190	8	8. No answer

8,253 .

**V82\_Item 15\_GV1** To further the progress of your supervisor/your doctoral student, you sometimes have to help things along a bit if the results are unsatisfactory.

```
range: [1,8] missing .: 8,253/15,778e
tabulation: Freq. Numeric Label
5,247 1 1. Can't relate at all
1,096 2
338 3
288 4
203 5
83 6
54 7 7. Can completely relate
216 8 8. No answer
8,253 .
```

**V83.** [IF Vsplitt <= 32]  
Now we're interested in your experiences of certain behaviours. Please state which of the following statements apply to you and which do not.<sup>22</sup>

- Item 1 I have submitted the same results to two or more journals without indicating this
- Item 2 I have intentionally manipulated empirical data to confirm my research question
- Item 3 I have been the co-author of an article without having made a substantial contribution to it
- Item 4 I have made up data and presented it as genuine research data
- Item 5 I have published parts of texts or data from third parties without indicating this
- Item 6 I have written a positive review as a favour to someone
- Item 7 I have quoted someone just because I expected to gain an advantage from it
- Item 8 I have concealed a conflict of interest

Does not apply ..... 0  
Applies ..... 1  
No answer ..... 99

**V83\_Item1\_GV1** I have submitted the same results to two or more journals without indicating this

```
range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
3,523 0 0. Does not apply
101 1 1. Applies
96 2 2. No answer
32 99 99. No answer (Softreminder)23
12,026 .
```

<sup>22</sup> Items based on the DZHW-Wissenschaftlerbefragung 2016 (Neufeld/Johann 2016).

<sup>23</sup> No answer (Softreminder) means that respondents clicked the "continue" button twice and thus left the question unanswered.

**V83\_Item2\_GV1 I have intentionally manipulated empirical data to confirm my research question**

```

range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
              3,612      0 0. Does not apply
              48         1 1. Applies
              60         2 2. No answer
              32         99 99. No answer (Softreminder)
12,026      .

```

**V83\_Item3\_GV1 I have been the co-author of an article without having made a substantial contribution to it**

```

range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
              2,831      0 0. Does not apply
              831       1 1. Applies
              58        2 2. No answer
              32        99 99. No answer (Softreminder)
12,026      .

```

**V83\_Item4\_GV1 I have made up data and presented it as genuine research data**

```

range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
              3,652      0 0. Does not apply
              27        1 1. Applies
              41        2 2. No answer
              32        99 99. No answer (Softreminder)
12,026      .

```

**V83\_Item5\_GV1 I have published parts of texts or data from third parties without indicating this**

```

range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
              3,612      0 0. Does not apply
              61        1 1. Applies
              47        2 2. No answer
              32        99 99. No answer (Softreminder)24
12,026      .

```

**V83\_Item6\_GV1 I have written a positive review as a favour to someone**

```

range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
              3,390      0 0. Does not apply
              245       1 1. Applies
              85        2 2. No answer
              32        99 99. No answer (Softreminder)
12,026      .

```

**V83\_Item7\_GV1 I have quoted someone just because I expected to gain an advantage from it**

```

range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
              2,531      0 0. Does not apply
              1,133      1 1. Applies
              54        2 2. No answer
              34        99 99. No answer (Softreminder)
12,026      .

```

---

<sup>24</sup> No answer (Softreminder) means that respondents clicked the "continue" button twice and thus left the question unanswered.



**V83\_Item8\_GV1 I have concealed a conflict of interest**

```
range: [0,99] missing .: 12,026/15,778
tabulation: Freq. Numeric Label
              3,455      0 0. Does not apply
              170       1 1. Applies
              92        2 2. No answer
              35        99 99. No answer (Softreminder)
            12,026      .
```

---

**V84. [IF Vsplitted = 33-64]**

**Now we're interested in your experiences of certain behaviours.**

**We will now show you two statements that apply to some academics, but not to others. First, please consider whether the two statements apply to you or not, but do not write this down. Then please select the answer option (A) or (B), using the following rule:**

**If both statements apply to you or both statements do not apply to you, please select (A).**

**If one statement applies to you but the other does not, please select (B).**

Statement 1: In the last 12 months I have attended more than four conferences

Statement 2: I have submitted the same results to two or more journals without indicating this

**Your privacy is protected, since we do not know your answers to the individual questions. What is your answer?**

```
range: [1,3] missing .: 11,983/15,778
tabulation: Freq. Numeric Label
              2,696      1 1. (A) Both statements apply to me,
                        or neither of the statements
                        applies to me
              1,039      2 2. (B) One of the statements
                        applies to me, the other does
                        not
              60         3 3. No answer
            11,983      .
```

---

**V85. [IF Vsplitted = 33-64]**

**Again, we'll show you two statements which apply to some academics, but not to others. First, please consider whether the two statements apply to you or not, but do not write this down. Then please select the answer option (A) or (B), using the following rule:**

**If both statements apply to you or both statements do not apply to you, please select (A).**

**If one statement applies to you but the other does not, please select (B).**

Statement 1: In the last 12 months I've worked on at least one research proposal

Statement 2: I have intentionally manipulated empirical data to confirm my research question

**Your privacy is protected, since we do not know your answers to the individual questions. What is your answer?**

```

range: [1,3] missing .: 11,985/15,778
tabulation: Freq. Numeric Label
1,392 1 1. (A) Both statements apply to me,
or neither of the statements
applies to me
2,348 2 2. (B) One of the statements
applies to me, the other does
not
53 3 3. No answer
11,985 .

```

---

**V86. [IF Vsplitted = 65-96]**  
**Now we're interested in your experiences of certain behaviours.** Error! Bookmark not defined.

**You'll now be shown a list. This contains statements which apply to some academics, but not to others. Please indicate how many of these statements apply to you. Please do not say which statements apply to you, only how many.**

- (1) In the last 12 months I've worked on at least one research proposal
- (2) I have submitted the same results to two or more journals without indicating this
- (3) I share my office with at least one other person
- (4) I speak at least three foreign languages fluently
- (5) In the last semester I gave more than two lectures

**Your privacy is protected, since we do not know your answers to the individual questions.**  
**Please note how many of the above-mentioned statements apply to you.**

Number: \_\_\_\_\_

```

range: [0,5] missing .: 11,941/15,778
tabulation: Freq. Value
192 0
1,101 1
1,509 2
857 3
164 4
14 5
11,941 .

```

---

#### V86\_Codes

```

range: [1,1] missing .: 15,746/15,778
tabulation: Freq. Numeric Label
32 1 1. No answer
15,746 .

```

---

**V87. [IF Vsplitted = 65-96]**  
**Once more, you'll be shown a list. Again, this contains statements that apply to some academics, but not to others. Please indicate how many of these statements apply to you. Please do not say which statements apply to you, only how many.**

- (1) In the last 12 months I've submitted at least one manuscript to a journal
- (2) I have intentionally manipulated empirical data to confirm my research question

- (3) In a typical working week I eat lunch with colleagues
- (4) I have purchased subscriptions to the print version of at least two academic journals
- (5) In the last 12 months I've attended more than four conferences

**Your privacy is protected, since we do not know your answers to the individual questions.**

**Please note how many of the above-mentioned statements apply to you.**

Number: \_\_\_\_\_

```
range: [0,5] missing .: 11,942/15,778
tabulation: Freq. Value
              189 0
              1,115 1
              1,747 2
              670 3
              112 4
              3 5
              11,942 .
```

---

#### V87\_Codes

```
range: [1,1] missing .: 15,746/15,778
tabulation: Freq. Numeric Label
              32 1 1. No answer
              15,746 .
```

---

#### V88. [IF Vspllit > 96]

**Now we're interested in your experiences of certain behaviours.**

**You'll now be shown a list. This contains statements which apply to some academics, but not to others. Please indicate how many of these statements apply to you. Please do not say which statements apply to you, only how many.**

- (1) In the last 12 months I've worked on at least one research proposal
- (2) I share my office with at least one other person
- (3) I speak at least three foreign languages fluently
- (4) In the last semester I gave more than two lectures

**Your privacy is protected, since we do not know your answers to the individual questions.**

**Please note how many of the above-mentioned statements apply to you.**

Number: \_\_\_\_\_

```
range: [0,4] missing .: 11,921/15,778
tabulation: Freq. Value
              159 0
              1,086 1
              1,660 2
              792 3
              160 4
              11,921 .
```

---

#### V88\_Codes

```

range: [1,1] missing .: 15,767/15,778
tabulation: Freq. Numeric Label
              11      1 1. No answer
              15,767 .

```

---

**V89. [IF Vspllit > 96]**

**Once more, you'll be shown a list. Again, this contains statements that apply to some academics, but not to others. Please indicate how many of these statements apply to you. Please do not say which statements apply to you, only how many.**

- (1) In the last 12 months I've submitted at least one manuscript to a journal
- (2) In a typical working week I eat lunch with colleagues
- (3) I have purchased subscriptions to the print version of at least two academic journals
- (4) In the last 12 months I've attended more than four conferences

**Your privacy is protected, since we do not know your answers to the individual questions.**

**Please note how many of the above-mentioned statements apply to you.**

Number: \_\_\_\_\_

```

range: [0,4] missing .: 11,922/15,778
tabulation: Freq. Value
              180 0
              1,043 1
              1,882 2
              641 3
              110 4
              11,922 .

```

---

**V89\_Codes**

```

range: [1,1] missing .: 15,766/15,778
tabulation: Freq. Numeric Label
              12      1 1. Keine Angabe
              15,766 .

```

---

**V90. [IF Vspllit = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47,49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101,103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**

**Imagine a researcher submits the same results to two or more journals, without indicating this. How likely do you think it is that the multiple submission will be noticed in the review process when the results are submitted to the journals? wird?**

```

range: [1,6] missing .: 8,196/15,778
tabulation: Freq. Numeric Label
              1,487 1 1. Very unlikely
              2,707 2
              1,671 3
              1,147 4
              350 5 5. Very likely
              220 6 6. No answer
              8,196 .

```

---

**V91. [IF Vspllit = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**  
**What exactly do you mean by that? Out of 100 cases in which a manuscript is submitted to two or more journals by the authors, in how many will the multiple submission be noticed in the review process?**

The multiple submission will be noticed in \_\_\_\_\_ out of 100 cases.

```
range: [0,100]          missing .: 8,930/15,778
      mean: 32.1574      std. dev: 27.5895
percentiles: 10%        25%        50%        75%        90%
              5          10         20         50         80
```

---

#### V91\_Codes

```
range: [1,1]          missing .: 15,048/15,778
tabulation: Freq.      Numeric Label
              730        1 1. No answer
              15,048      .
```

---

**V92. [IF Vspllit = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**  
**And how likely do you think it is that the multiple submission will be noticed after publication by readers or the scientific community?**

```
range: [1,6]          missing .: 8,204/15,778
tabulation: Freq.      Numeric Label
              214        1 1. Very unlikely
              667        2
              1,170      3
              2,905      4
              2,437      5 5. Very likely
              181        6 6. No answer
              8,204      .
```

---

**V93. [IF Vspllit = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**  
**What exactly do you mean by that? Out of 100 cases in which a manuscript is submitted to two or more journals by the authors, in how many will the multiple submission be noticed after publication by readers or the scientific community?**

The multiple submission will be noticed in \_\_\_\_\_ out of 100 cases.

```
range: [0,100]          missing .: 8,786/15,778
      mean: 66.922      std. dev: 27.8726
percentiles: 10%        25%        50%        75%        90%
              20         50         75         90         97
```

---

#### V93\_Codes

```
range: [1,1]          missing .: 15,197/15,778
tabulation: Freq.      Numeric Label
```

581 1 1. No answer  
15,197 .

**V94. [IF Vsplitted = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**  
**In your opinion, how substantial is the loss of reputation suffered by the researcher if the multiple submission is discovered?**

range: [1,6] missing .: 8,205/15,778  
tabulation: Freq. Numeric Label  
343 1 1. No loss of reputation  
1,502 2  
1,847 3  
2,205 4  
1,468 5 5. Very substantial loss of reputation  
208 6 6. No answer  
8,205 .

**V95. [IF Vsplitted = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**  
**And in your opinion, how substantial is the general career damage suffered by the researcher if the multiple submission is discovered?**

range: [1,6] missing .: 8,205/15,778  
tabulation: Freq. Numeric Label  
527 1 1. No damage  
1,920 2  
2,406 3  
1,744 4  
718 5 5. Very substantial damage  
258 6 6. No answer  
8,205 .

**V96. [IF Vsplitted = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**  
**In your opinion, how substantial is the reputation gain for the researcher if the multiple submission is not discovered?**

range: [1,6] missing .: 8,206/15,778  
tabulation: Freq. Numeric Label  
1,201 1 1. No reputation gain  
1,638 2  
2,178 3  
1,837 4  
397 5 5. Very substantial reputation gain  
321 6 6. No answer  
8,206 .

**V97. [IF Vsplitted = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**  
**And in your opinion, how substantial is the general career benefit for the researcher if the multiple submission is not discovered?**

range: [1,6] missing .: 8,207/15,778

tabulation:	Freq.	Numeric	Label
	834	1	1. No benefit
	1,558	2	
	2,119	3	
	2,119	4	
	613	5	5. Very substantial benefit
	328	6	6. No answer
	8,207	.	

**V98.** [IF Vspllit = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46, 48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100, 102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]  
Imagine a researcher intentionally manipulates empirical data to confirm his or her research question. How likely do you think it is that when the manuscript is submitted to a journal the data manipulation will be noticed in the review process?

range: [1,6] missing .: 8,091/15,778

tabulation:	Freq.	Numeric	Label
	1,524	1	1. Very unlikely
	3,187	2	
	1,831	3	
	843	4	
	155	5	5. Very likely
	147	6	6. No answer
	8,091	.	

**V99.** [IF Vspllit = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46, 48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100, 102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]  
What exactly do you mean by that? Out of 100 studies in which the data has been manipulated by the authors, in how many will the data manipulation be noticed in the review process?

The data manipulation will be noticed in \_\_\_\_\_ out of 100 studies.

range: [0,100] missing .: 8,744/15,778

mean:	29.1552	std. dev:	25.6693		
percentiles:	10%	25%	50%	75%	90%
	4	10	20	50	70

**V99\_Codes**

range: [1,1] missing .: 15,126/15,778

tabulation:	Freq.	Numeric	Label
	662	1	1. No Answer
	15,310	.	

**V100.** [IF Vspllit = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46, 48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100, 102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]  
How likely do you think it is that the data manipulation will be noticed after publication by readers or the scientific community?

range: [1,6] missing .: 8,099/15,778

tabulation:	Freq.	Numeric	Label
	563	1	1. Very unlikely

1,880	2	
2,124	3	
2,234	4	
705	5	5. Very likely
173	6	6. No answer
8,099	.	

**V101. [IF Vsplitt = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46,48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100,102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]**  
**What exactly do you mean by that? Out of 100 studies in which the data has been manipulated by the authors, in how many will the data manipulation be noticed after publication by readers or the scientific community?**

The data manipulation will be noticed in \_\_\_\_\_ out of 100 studies.

range:	[0,100]	mean:	43.3693	missing .:	8,721/15,778	std. dev:	30.0056
percentiles:	10%	25%	50%	75%	90%		
	5	15	40	70	85		

#### V101\_Codes

range:	[1,1]	missing .:	15,156/15,778
tabulation:	Freq.	Numeric	Label
	622	1	1. Keine Angabe
	15,156	.	

**V102. [IF Vsplitt = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46,48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100,102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]**  
**In your opinion, how substantial is the loss of reputation suffered by the researcher if the data manipulation is discovered?**

range:	[1,6]	missing .:	8,101/15,778
tabulation:	Freq.	Numeric	Label
	39	1	1. No loss of reputation
	344	2	
	631	3	
	1,840	4	
	4,728	5	5. Very substantial loss of reputation
	95	6	6. No answer
	8,101	.	

**V103. [IF Vsplitt = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46,48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100,102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]**  
**In your opinion, how substantial is the general career damage suffered by the researcher if the data manipulation is discovered?**

range:	[1,6]	missing .:	8,101/15,778
tabulation:	Freq.	Numeric	Label
	78	1	1. No damage
	510	2	
	1,170	3	
	2,434	4	
	3,369	5	5. Very substantial damage
	116	6	6. No answer



- V104.** [IF Vsplit = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46,48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100,102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]  
In your opinion, how substantial is the reputation gain for the researcher if the data manipulation is not discovered?

```
range: [1,6] missing .: 8,102/15,778
tabulation: Freq. Numeric Label
              539      1 1. No reputation gain
              954      2
            2,335      3
            2,523      4
              992      5 5. Very substantial reputation gain
              333      6 6. No answer
            8,102      .
```

- V105.** [IF Vsplit = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46,48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100,102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]  
And in your opinion, how substantial is the general career benefit for the researcher if the data manipulation is not discovered?

```
range: [1,6] missing .: 8,105/15,778
tabulation: Freq. Numeric Label
              398      1 1. No benefit
              845      2
            2,137      3
            2,788      4
            1,185      5 5. Very substantial benefit
              320      6 6. No answer
            8,105      .
```

- V106.** [IF Vsplit = 1,2,3,4,33,34,35,36,65,66,67,68,97,98,99 OR 100]  
The following section is concerned with the assessment of a scholarly article. Imagine you're asked for a review by a journal. Now you see the abstract of the manuscript. Please read it carefully.

#### Feeling better, doing worse? Effects of self-presentation on Facebook

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 951 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand display a significant increase in self-esteem ( $t=2.4$ ,  $p=0.017$ ). They made more mistakes in the maths task than the control group. The difference was statistically significant ( $t=2.8$ ,  $p=0.006$ ). The statistical findings therefore support the hypotheses. Positive self-presentation leads to both increased

self-esteem and a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

**Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?**

```
range: [1,7] missing .: 13,951/15,778
tabulation: Freq. Numeric Label
              253      1 1. Very unsuitable
              586      2
              332      3
              298      4
              192      5
               20      6 6. Very suitable
              146      7 7. No answer
            13,951      .
```

**V107. [IF Vsplitt = 5,6,7,8,37,38,39,40,69,70,71,72,101,102,103 OR 104]**  
**The following section is concerned with the assessment of a scholarly article. Imagine you're asked for a review by a journal. Now you see the abstract of the manuscript. Please read it carefully.**

**Feeling better, doing worse? Effects of self-presentation on Facebook**

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 951 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand do not display a significant increase in self-esteem ( $t=1.2$ ,  $p=0.23$ ). They make more mistakes in the maths task than the control group. The difference was not statistically significant, however ( $t=1.3$ ,  $p=0.19$ ). Thus, the statistical findings do not support the hypotheses. Positive self-presentation leads neither to increased self-esteem nor to a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

**Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?**

```
range: [1,7] missing .: 13,890/15,778
tabulation: Freq. Numeric Label
              316      1 1. Very unsuitable
              582      2
              325      3
              297      4
              192      5
               22      6 6. Very suitable
              154      7 7. No answer
            13,890      .
```

- 
- V108. [IF Vsplitted = 9,10,11,12,41,42,43,44,73,74,75,76,105,106,107 OR 108]**  
**The following section is concerned with the assessment of a scholarly article. Imagine you're asked for a review by a journal. Now you see the abstract of the manuscript. Please read it carefully.**

**Feeling better, doing worse? Effects of self-presentation on Facebook**

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 159 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand display a significant increase in self-esteem ( $t=2.4$ ,  $p=0.017$ ). They made more mistakes in the maths task than the control group. The difference was statistically significant ( $t=2.8$ ,  $p=0.006$ ). The statistical findings therefore support the hypotheses. Positive self-presentation leads to both increased self-esteem and a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

**Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?**

```
range: [1,7] missing .: 13,818/15,778
tabulation: Freq. Numeric Label
              305      1 1. Very unsuitable
              682      2
              350      3
              301      4
              136      5
               30      6 6. Very suitable
              156      7 7. No answer
            13,818      .
```

- 
- V109. [IF Vsplitted = 13,14,15,16,45,46,47,48,77,78,79,80,109,110,111 OR 112]**  
**The following section is concerned with the assessment of a scholarly article. Imagine you're asked for a review by a journal. Now you see the abstract of the manuscript. Please read it carefully.**

**Feeling better, doing worse? Effects of self-presentation on Facebook**

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 159 subjects were randomly divided into two groups. Those in the first group were asked

to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand do not display a significant increase in self-esteem ( $t=1.2$ ,  $p=0.23$ ). They make more mistakes in the maths task than the control group. The difference was not statistically significant, however ( $t=1.3$ ,  $p=0.19$ ). Thus, the statistical findings do not support the hypotheses. Positive self-presentation leads neither to increased self-esteem nor to a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

**Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?**

```
range: [1,7] missing .: 13,801/15,778
tabulation: Freq. Numeric Label
              365      1 1. Very unsuitable
              670      2
              340      3
              323      4
              131      5
               20      6 6. Very suitable
              128      7 7. No answer
            13,801      .
```

- 
- V110. [IF Vsplit = 17,18,19,20,49,50,51,52,81,82,83,84,113,114,115 OR 116]**  
**The following section is concerned with the assessment of a scholarly article. Imagine you become aware of a paper at a conference. Now you see the abstract of the related manuscript. Please read it carefully.**

#### **Feeling better, doing worse? Effects of self-presentation on Facebook**

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 951 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand display a significant increase in self-esteem ( $t=2.4$ ,  $p=0.017$ ). They made more mistakes in the maths task than the control group. The difference was statistically significant ( $t=2.8$ ,  $p=0.006$ ). The statistical findings therefore support the hypotheses. Positive self-presentation leads to both increased self-esteem and a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

**Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?**

```
range: [1,7] missing .: 13,957/15,778
tabulation: Freq. Numeric Label
              289      1 1. Very unsuitable
              577      2
              357      3
              281      4
              155      5
               15      6 6. Very suitable
              147      7 7. No answer
            13,957      .
```

**V111. [IF Vsplit = 21,22,23,24,53,54,55,56,85,86,87,88,117,118,119 OR 120]  
The following section is concerned with the assessment of a scholarly article. Imagine you become aware of a paper at a conference. Now you see the abstract of the related manuscript. Please read it carefully.**

#### **Feeling better, doing worse? Effects of self-presentation on Facebook**

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 951 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand do not display a significant increase in self-esteem ( $t=1.2$ ,  $p=0.23$ ). They make more mistakes in the maths task than the control group. The difference was not statistically significant, however ( $t=1.3$ ,  $p=0.19$ ). Thus, the statistical findings do not support the hypotheses. Positive self-presentation leads neither to increased self-esteem nor to a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

**Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?**

```
range: [1,7] missing .: 13,873/15,778
tabulation: Freq. Numeric Label
              334      1 1. Very unsuitable
              606      2
              331      3
              280      4
              186      5
               26      6 6. Very suitable
              142      7 7. No answer
            13,873      .
```

- V112. [IF Vsplit = 25,26,27,28,57,58,59,60,89,90,91,92,121,122,123 OR 124]  
The following section is concerned with the assessment of a scholarly article.  
Imagine you become aware of a paper at a conference. Now you see the abstract  
of the related manuscript. Please read it carefully.

#### Feeling better, doing worse? Effects of self-presentation on Facebook

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 159 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand display a significant increase in self-esteem ( $t=2.4$ ,  $p=0.017$ ). They made more mistakes in the maths task than the control group. The difference was statistically significant ( $t=2.8$ ,  $p=0.006$ ). The statistical findings therefore support the hypotheses. Positive self-presentation leads to both increased self-esteem and a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?

```
range: [1,7] missing .: 14,016/15,778
tabulation: Freq. Numeric Label
              289      1 1. Very unsuitable
              548      2
              328      3
              273      4
              169      5
               14      6 6. Very suitable
               141      7 7. No answer
            14,016      .
```

- V113. [IF Vsplit = 29,30,31,32,61,62,63,64,93,94,95,96,125,126,127 OR 128]  
The following section is concerned with the assessment of a scholarly article.  
Imagine you become aware of a paper at a conference. Now you see the abstract  
of the related manuscript. Please read it carefully.

#### Feeling better, doing worse? Effects of self-presentation on Facebook

The present study examines the effects of self-presentation in social media, based on self-affirmation theory. The study tests the hypotheses that positive self-presentation boosts self-esteem, and that it diminishes cognitive performance. 159 subjects were randomly divided into two groups. Those in the first group were asked to view their own Facebook profile, and the control group viewed the Facebook profile of a stranger. The self-esteem of the subjects was then measured, and they

were given a mathematical problem to solve. The results show that subjects who view their own profile beforehand do not display a significant increase in self-esteem ( $t=1.2$ ,  $p=0.23$ ). They make more mistakes in the maths task than the control group. The difference was not statistically significant, however ( $t=1.3$ ,  $p=0.19$ ). Thus, the statistical findings do not support the hypotheses. Positive self-presentation leads neither to increased self-esteem nor to a lower cognitive performance. This study therefore provides theoretical and empirical insights into research on self-presentation in online networks.

**Please now evaluate the study using various criteria. Regardless of whether you work in this field, how would you assess the methodological approach of this study?**

```
range: [1,7] missing .: 13,846/15,778
tabulation: Freq. Numeric Label
              357      1 1. Very unsuitable
              621      2
              358      3
              303      4
              156      5
               15      6 6. Very suitable
              122      7 7. No answer
            13,846      .
```

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**V114. And how would you assess the scientific contribution of this study?<sup>25</sup>**

```
range: [1,7] missing .: 721/15,778
tabulation: Freq. Numeric Label
              3,950      1 1. Very minor
              4,700      2
              2,720      3
              1,983      4
               623      5
               69      6 6. Very major
            1,012      7 7. No answer
               721      .
```

---

**V115. [IF Vsplit (1-16) OR (33-48) OR (65-80) OR (97-112)]  
How likely do you think it is that the article will be accepted for publication in this scholarly journal?**

```
range: [1,7] missing .: 8,142/15,778
tabulation: Freq. Numeric Label
              937      1 1. Very unlikely
            1,818      2
            1,545      3
            1,619      4
             857      5
             199      6 6. Very likely
             661      7 7. No answer
            8,142      .
```

---

<sup>25</sup> Questions are based on the theoretical model on publication bias von Jerke (2020, unv. Diss.)

**V116. [IF Vspllit (17-32) OR (49-64) OR (81-96) OR (113-128)]**  
**How likely do you think it is that the article will be accepted for publication in a scholarly journal?**

```

range: [1,7] missing .: 8,362/15,778
tabulation: Freq. Numeric Label
              917      1 1. Very unlikely
              1,633     2
              1,428     3
              1,602     4
              991       5
              250       6 6. Very likely
              595       7 7. No answer
              8,362     .

```

**V117. [(IF V115 = 1, 2 OR 3) OR (IF V116 = 1, 2 OR 3)]**  
**You've stated that it is unlikely that the article will be accepted. On what do you base your assessment**

```

type: string (strL)
unique values: 6,565 missing "": 0/15,778

```

**V117\_Codes**

```

range: [1,1] missing .: 14,403/15,778
tabulation: Freq. Numeric Label
              1,375      1 1. No answer
              14,403     .

```

**V118. [(IF V115 4, 5 OR 6) OR (IF V116 = 4, 5 OR 6)]**  
**You've stated that it is likely that the article will be accepted. On what do you base your assessment?**

```

type: string (strL)
unique values: 4,466 missing "": 0/15,778

```

**V118\_Codes**

```

range: [1,1] missing .: 14,896/15,778
tabulation: Freq. Numeric Label
              882      1 1. No answer
              14,896     .

```

**V119. How uncomfortable would an academic feel if he/she had to admit to the following behaviour?**  
**[ITEMS RANDOMIZED]**

- Item 1 Deliberate manipulation of empirical data to confirm the research question
- Item 2 Co-authorship of an article without having substantially contributed to it
- Item 3 Submitting the same results to two or more journals without indicating this
- Item 4 Making up data which is presented as genuine research data
- Item 5 Publishing parts of texts or data from third parties without indicating this
- Item 6 Writing a positive review as a favour to someone
- Item 7 Quoting a publication by a particular person because one expects to gain an advantage from it
- Item 8 Failing to disclose conflicts of interest



Not uncomfortable at all.....	1
<input type="checkbox"/> .....	2
<input type="checkbox"/> .....	3
<input type="checkbox"/> .....	4
<input type="checkbox"/> .....	5
<input type="checkbox"/> .....	6
Very uncomfortable .....	7

**V119\_Item1\_GV1 Deliberate manipulation of empirical data to confirm the research question**

```

range:  [1,8]                                missing .:  795/15,778
      tabulation:  Freq.      Numeric  Label
                        223         1   1. Not uncomfortable at all
                        110         2
                        159         3
                        296         4
                        548         5
                        1,852       6
                        11,474      7   7. Very uncomfortable
                        321         8   8. No answer
                        795         .

```

**V119\_Item2\_GV1 Co-authorship of an article without having substantially contributed to it**

```

range:  [1,8]                                missing .:  794/15,778
      tabulation:  Freq.      Numeric  Label
                        1,165       1   1. Not uncomfortable at all
                        2,541       2
                        2,289       3
                        2,223       4
                        2,632       5
                        2,039       6
                        1,779       7   7. Very uncomfortable
                        316         8   8. No answer
                        794         .

```

**V119\_Item3\_GV1 Submitting the same results to two or more journals without indicating this**

```

range:  [1,8]                                missing .:  794/15,778
      tabulation:  Freq.      Numeric  Label
                        415         1   1. Not uncomfortable at all
                        950         2
                        1,536       3
                        1,994       4
                        3,000       5
                        3,124       6
                        3,605       7   7. Very uncomfortable
                        360         8   8. No answer
                        794         .

```

**V119\_Item4\_GV1 Making up data which is presented as genuine research data**

```

range:  [1,8]                                missing .:  795/15,778
      tabulation:  Freq.      Numeric  Label
                        227         1   1. Not uncomfortable at all
                        100         2
                        125         3
                        237         4

```

349	5	
1,277	6	
12,347	7	7. Very uncomfortable
321	8	8. No answer
795	.	

**V119\_Item5\_GV1 Publishing parts of texts or data from third parties without indicating this**

range:	[1,8]	missing .:	794/15,778
tabulation:	Freq.	Numeric	Label
	226	1	1. Not uncomfortable at all
	242	2	
	424	3	
	746	4	
	1,568	5	
	3,508	6	
	7,953	7	7. Very uncomfortable
	317	8	8. No answer
	794	.	

**V119\_Item6\_GV1 Writing a positive review as a favour to someone**

range:	[1,8]	missing .:	795/15,778
tabulation:	Freq.	Numeric	Label
	488	1	1. Not uncomfortable at all
	1,101	2	
	1,580	3	
	2,118	4	
	2,801	5	
	3,110	6	
	3,362	7	7. Very uncomfortable
	423	8	8. No answer
	795	.	

**V119\_Item7\_GV1 Quoting a publication by a particular person because one expects to gain an advantage from it**

range:	[1,8]	missing .:	794/15,778
tabulation:	Freq.	Numeric	Label
	2,053	1	1. Not uncomfortable at all
	3,146	2	
	2,486	3	
	2,374	4	
	2,117	5	
	1,298	6	
	1,178	7	7. Very uncomfortable
	332	8	8. No answer
	794	.	

**V119\_Item8\_GV1 Failing to disclose conflicts of interest**

range:	[1,8]	missing .:	794/15,778
tabulation:	Freq.	Numeric	Label
	335	1	1. Not uncomfortable at all
	768	2	
	1,394	3	
	2,110	4	
	3,171	5	
	3,491	6	
	3,362	7	7. Very uncomfortable
	353	8	8. No answer
	794	.	

**V120.** Before we reach the end of the survey, we have two new, varied sections, which differ from the usual questions.

First, please think of any letter between A and F (A, B, C, D, E or F). We have randomly assigned a sum of money to each of these letters (1000, 2000, 3000, 4000, 5000 and 6000 [euros / CHF]). You can win this money. At the end of the study we will randomly draw one participant, to whom we will pay out the corresponding amount. You can use the money as you see fit (research funding, books, travel or other uses). If your name is drawn we will write to you after the survey is completed to organize the payment.

Remember your letter and click on "Show amount". Then check in the table what sum of money corresponds to your letter, and tell us the letter and the amount. The letter you have thought of can no longer be changed after you have clicked on "Show amount".

Letter	A	B	C	D	E	F
Corresponding amount	? (CHF/EUR)	? (CHF/EUR)	? (CHF/EUR)	? (CHF/EUR)	? (CHF/EUR)	? (CHF/EUR)

[next page]

Show amount

What is your letter and the corresponding sum of money?

Letter: \_\_\_\_\_  
Amount: \_\_\_\_\_

#### V120\_Buchstabe

```
type: string (str1)
unique values: 16
missing "": 0/15,778
```

#### V120\_Buchstabe\_Codes

```
range: [1,1]
missing .: 15,661/15,778
tabulation: Freq. Numeric Label
             117      1 1. No answer
            15,661      .
```

#### V120\_Betrag

```
range: [0,9999]
mean: 3540.48
std. dev: 1669.47
percentiles: 10% 25% 50% 75% 90%
              1000 2000 4000 5000 6000
```

#### V120\_Betrag\_Codes

```
range: [1,1]
missing .: 15,656/15,778
tabulation: Freq. Numeric Label
             122      1 1. No answer
            15,565      .
```

---

**V121. You now have the option to donate part of your sum of money to a scientific organization of your choice. If you do decide to donate and are selected to receive a payment, we will add an extra 20% to your donation, and will organize the transfer for you.<sup>26</sup>**

**Would you like to donate part of the money?**

```

range: [0,2]                                missing .: 1,447/15,778
tabulation:  Freq.    Numeric  Label
              3,118      0      0. No
              11,182     1      1. Yes
              31         2      2. No answer
              1,447      .

```

---

**V122. [IF V121= 1]**

**To what organization would you like to donate the money?**

\* If we're unable to clearly identify the organization, we'll contact you if a payment is to be made.

```

range: [0,11]                                missing .: 4,597/15,778

1. European Academy for Sciences and Arts | 488
2. Studienstiftung des deutschen Volkes   |
   (German Academic Scholarship Foundation) | 636
3. Schweizerische Studienstiftung         |
   (Swiss Study Foundation)               | 468
4. Stiftung Deutsche Krebshilfe (German Cancer Aid) | 2,182
5. Wikimedia Foundation (Wikipedia)       | 2,319
6. Center for Open Science (Open Science Framework) | 1,026
7. Arbeitsgemeinschaft für wissenschaftliche
   Wirtschaftspolitik (Working Group for Scientific
   Economic Policy)                       | 22
8. Bodensee Akademie - Wissenschaftlicher Verein
   für nachhaltige Entwicklung (Bodensee Academy -
   Scientific Association for Sustainable Development) | 471
9. CliniClowns Forschungsverein (CliniClowns
   Research Association), association conducting
   scientific research to evaluate humour therapy
   for sick children and adults           | 1,314
10. Other organization, namely:           | 2,236
11. No answer                            | 19

```

**V122\_other1 Other organization (open specification)**

```

type: string (strL)
unique values: 1,746                                missing "": 0/15,778

```

**V122\_other1\_Codes No answer for V122\_other1**

```

range: [1,1]                                missing .: 15,762/15,778
tabulation:  Freq.    Numeric  Label
              16         1      1. Keine Angabe
              15,762     .

```

---



---

<sup>26</sup> Adaptation of the Dictator Game, for more information see e.g. Engel (2011).

**V123. [IF V121 = 1]**  
**What amount would you like to donate (we will then add the 20% to this amount)?**

```
range: [0,6000]          missing .: 4,624/15,778
      mean:    1869.16    std. dev: 1502.73
percentiles:    10%      25%      50%      75%      90%
                  473      800      1400      2750      4000
```

**V123\_Codes      No answer for V123**

```
range: [1,1]          missing .: 15,752/15,778
      tabulation: Freq.   Numeric   Label
                  26      1      1. No answer
                  15,752      .
```

**V124. [IF Vsplitt = 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31,33,35,37,39,41,43,45,47, 49,51,53,55,57,59,61,63,65,67,69,71,73,75,77,79,81,83,85,87,89,91,93,95,97,99,101, 103,105,107,109,111,113,115,117,119,121,123,125 OR 127]**

**You will now be redirected to the second varied part and thus to the end of the survey. If you click on "Continue", you will not be able to make any changes to the previous answers.**

**In the following task, we'd like you to assign words to particular categories as quickly as possible. This task will take about 5 minutes.<sup>27</sup>**

Seite 1

**Universität  
Zürich**

In der folgenden Aufgabe bitten wir Sie, Wörter so schnell wie möglich den richtigen Kategorien zuzuordnen. Diese Aufgabe wird ca. 5 Minuten dauern. Es folgt eine Liste der Kategorien und der Wörter, die zu den jeweiligen Kategorien gehören:

Kategorie	Wörter
<b>Erfolg</b>	Antragsbewilligung, Publikationserfolg, Guter Ruf, Reputationsgewinn, Festanstellung
<b>Misserfolg</b>	Antragsablehnung, Publikationsmisserfolg, Schlechter Ruf, Gesichtsverlust, Jobverlust
<b>Verhalten</b>	Ehrenautorschaft, Selbstplagiat, Gefälligkeitsgutachten, Gefälligkeitszitat

**Anleitung:**

- Legen Sie Ihre Finger auf die Tasten „E“ und „I“, um schnell reagieren zu können.
- Schließen Sie die Aufgabe bitte so schnell wie möglich ab.
- Wenn Sie zu langsam sind oder zu viele Fehler machen, kann die Studie nicht ausgewertet werden.
- Vermeiden Sie bitte Ablenkungen und bleiben Sie konzentriert.
- Bitte schließen Sie das Browser-Fenster nicht, bevor Sie die Aufgabe abgeschlossen haben. Sollten Sie das Fenster schließen, bevor sie die Aufgabe abgeschlossen haben, gelangen Sie wieder zum Anfang dieser Aufgabe.

Weiter

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<sup>27</sup> Adaption des Single-category implicit association test (Greenwald et al. 1998)

Legen Sie bitte Ihre Mittel- oder Zeigefinger auf die Tasten E und I. Wörter, die zu den jeweiligen Kategorien am unteren Rand gehören, werden nacheinander in der Mitte des Rahmens eingeblendet. Wenn ein Wort zu der Kategorie auf der linken Seite gehört, drücken Sie bitte die Taste E. Wenn das Wort zu der Kategorie auf der rechten Seite gehört, drücken Sie bitte die Taste I.

Nach einer korrekten Zuordnung erscheint automatisch das nächste Wort. Wenn Sie ein Wort falsch zuordnen, wird ein rotes X eingeblendet - korrigieren Sie dann Ihren Fehler durch das Drücken der anderen Taste.

Diese Aufgabe zielt auf Reaktionszeit ab. Versuchen Sie **SO SCHNELL WIE MÖGLICH** zu sein und dabei so wenige Fehler wie möglich zu machen. Wenn Sie zu langsam sind oder zu viele Fehler machen, kann das Ergebnis nicht ausgewertet werden.

Bitte die **Leertaste** drücken, um anzufangen.

**Erfolg****Misserfolg****Schlechter Ruf****Erfolg****Misserfolg**

Nun wird eine dritte Kategorie dazukommen. Drücken Sie wieder die E Taste, wenn das eingeblendete Wort zu einer der Kategorien auf der linken Seite gehört. Drücken Sie die I Taste, wenn das eingeblendete Wort zu der Kategorie auf der rechten Seite gehört. Jedes Wort gehört nur zu einer Kategorie.

Diese Aufgabe zielt auf Reaktionszeit ab. Versuchen Sie **SO SCHNELL WIE MÖGLICH** zu sein und dabei so wenige Fehler wie möglich zu machen. Wenn Sie zu langsam sind, oder zu viele Fehler machen, kann das Ergebnis nicht ausgewertet werden.

Bitte die Leertaste drücken, um anzufangen.

Verhalten  
oder  
Erfolg

Misserfolg

Falls die Tasten nicht funktionieren, klicken Sie bitte in den Rahmen, und versuchen Sie es erneut.

Seite 5

Publikationserfolg

X

Verhalten  
oder  
Erfolg

Misserfolg

Falls die Tasten nicht funktionieren, klicken Sie bitte in den Rahmen, und versuchen Sie es erneut.

Seite 6

Sie sehen nun unten, dass sich die Anordnung der Kategorien geändert hat. Die Regeln zur richtigen Zuordnung sind allerdings gleich geblieben. Wenn ein Wort zu der Kategorie auf der linken Seite gehört, drücken Sie die E Taste. Wenn das Wort zu einer der Kategorien auf der rechten Seite gehört, drücken Sie die I Taste. Jedes Wort gehört nur zu einer Kategorie. Versuchen Sie wieder **SO SCHNELL WIE MÖGLICH** zu sein und dabei so wenige Fehler wie möglich zu machen.

Bitte die **Leertaste** drücken, um anzufangen.

Erfolg

Verhalten  
oder  
Misserfolg

Falls die Tasten nicht funktionieren, klicken Sie bitte in den Rahmen, und versuchen Sie es erneut.

**A101i0**

**IAT1A: Rohdaten [JSON]**

unique values: 6,720

missing "": 0/15,778

**A101i1**

**IAT1A: Details Block 5**

type: string (strL)

unique values: 6,720

missing "": 0/15,778

**A101i2**

**IAT1A: Details Block 6**

type: string (strL)

unique values: 6,720

missing "": 0/15,778

**A101i4**

**IAT1A: Details Block 8**

type: string (strL)

unique values: 6,720

missing "": 0/15,778

**IAT\_Score\_QRP**

**IAT Score, created with A101i1 & A101i2 & A101i4**

range:	[-3.3035162,1.892561]	missing .:	9,059/15,778
mean:	-.322955	std. dev:	.588875
percentiles:	10% 25% 50% 75% 90%		
	-1.06031 -.732293 -.334487 .063739 .441676		

**IAT\_Score\_QRP\_Raw**

**IAT Score, created with A101i1 & A101i2 & A101i4**

range:	[-2.3598452,1.8925613]	missing .:	9,059/15,778
mean:	-.334806	std. dev:	.58437
percentiles:	10% 25% 50% 75% 90%		
	-1.06597 -.747368 -.35713 .05365 .427476		



**V125.** [IF Vsplit = 2,4,6,8,10,12,14,16,18,20,22,24,26,28,30,32,34,36,38,40,42,44,46,48,50,52,54,56,58,60,62,64,66,68,70,72,74,76,78,80,82,84,86,88,90,92,94,96,98,100,102,104,106,108,110,112,114,116,118,120,122,124,126 OR 128]  
**In the following task, we'd like you to assign words to particular categories as quickly as possible. This task will take about 5 minutes.**

Seite 1


**Universität  
Zürich**

---

In der folgenden Aufgabe bitten wir Sie, Wörter so schnell wie möglich den richtigen Kategorien zuzuordnen. Diese Aufgabe wird ca. 5 Minuten dauern. Es folgt eine Liste der Kategorien und der Wörter, die zu den jeweiligen Kategorien gehören:

<i>Kategorie</i>	<i>Wörter</i>
<b>Erfolg</b>	Antragsbewilligung, Publikationserfolg, Guter Ruf, Reputationsgewinn, Festanstellung
<b>Misserfolg</b>	Antragsablehnung, Publikationsmisserfolg, Schlechter Ruf, Gesichtverlust, Jobverlust
<b>Verhalten</b>	Datenfälschung, Datenmanipulation, Plagiat, Interessenkonflikt verschweigen

**Anleitung:**

- Legen Sie Ihre Finger auf die Tasten „E“ und „I“, um schnell reagieren zu können.
- Schließen Sie die Aufgabe bitte so schnell wie möglich ab.
- Wenn Sie zu langsam sind oder zu viele Fehler machen, kann die Studie nicht ausgewertet werden.
- Vermeiden Sie bitte Ablenkungen und bleiben Sie konzentriert.
- Bitte schließen Sie das Browser-Fenster nicht, bevor Sie die Aufgabe abgeschlossen haben. Sollten Sie das Fenster schließen, bevor sie die Aufgabe abgeschlossen haben, gelangen Sie wieder zum Anfang dieser Aufgabe.

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Seite 2


**Universität  
Zürich**

---

Legen Sie bitte Ihre Mittel- oder Zeigefinger auf die Tasten E und I. Wörter, die zu den jeweiligen Kategorien am unteren Rand gehören, werden nacheinander in der Mitte des Rahmens eingeblendet. Wenn ein Wort zu der Kategorie auf der linken Seite gehört, drücken Sie bitte die Taste E. Wenn das Wort zu der Kategorie auf der rechten Seite gehört, drücken Sie bitte die Taste I.

Nach einer korrekten Zuordnung erscheint automatisch das nächste Wort. Wenn Sie ein Wort falsch zuordnen, wird ein rotes X eingeblendet - korrigieren Sie dann Ihren Fehler durch das Drücken der anderen Taste.

Diese Aufgabe zielt auf Reaktionszeit ab. Versuchen Sie **SO SCHNELL WIE MÖGLICH** zu sein und dabei so wenige Fehler wie möglich zu machen. Wenn Sie zu langsam sind oder zu viele Fehler machen, kann das Ergebnis nicht ausgewertet werden.

Bitte die **Leertaste** drücken, um anzufangen.

**Erfolg**

**Misserfolg**

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**Universität  
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**Publikationsmisserfolg**

**Erfolg****Misserfolg**

Falls die Tasten nicht funktionieren, klicken Sie bitte in den Rahmen, und versuchen Sie es erneut.

**Universität  
Zürich**

Nun wird eine dritte Kategorie dazukommen. Drücken Sie wieder die E Taste, wenn das eingeblendete Wort zu einer der Kategorien auf der linken Seite gehört. Drücken Sie die I Taste, wenn das eingeblendete Wort zu der Kategorie auf der rechten Seite gehört. Jedes Wort gehört nur zu einer Kategorie.


Diese Aufgabe zielt auf Reaktionszeit ab. Versuchen Sie **SO SCHNELL WIE MÖGLICH** zu sein und dabei so wenige Fehler wie möglich zu machen. Wenn Sie zu langsam sind, oder zu viele Fehler machen, kann das Ergebnis nicht ausgewertet werden.

Bitte die **Leertaste** drücken, um anzufangen.

**Verhalten**  
oder  
**Erfolg**

**Misserfolg**

Falls die Tasten nicht funktionieren, klicken Sie bitte in den Rahmen, und versuchen Sie es erneut.



**Universität  
Zürich**

## Gesichtsverlust

X

**Verhalten**  
 oder  
**Erfolg**

**Misserfolg**

Falls die Tasten nicht funktionieren, klicken Sie bitte in den Rahmen, und versuchen Sie es erneut.



**Universität  
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Sie sehen nun unten, dass sich die Anordnung der Kategorien geändert hat. Die Regeln zur richtigen Zuordnung sind allerdings gleich geblieben. Wenn ein Wort zu der Kategorie auf der linken Seite gehört, drücken Sie die E Taste. Wenn das Wort zu einer der Kategorien auf der rechten Seite gehört, drücken Sie die I Taste. Jedes Wort gehört nur zu einer Kategorie. Versuchen Sie wieder **SO SCHNELL WIE MÖGLICH** zu sein und dabei so wenige Fehler wie möglich zu machen.

Bitte die **Leertaste** drücken, um anzufangen.

**Erfolg**

**Verhalten**  
 oder  
**Misserfolg**

Falls die Tasten nicht funktionieren, klicken Sie bitte in den Rahmen, und versuchen Sie es erneut.

<b>A105i1</b>	<b>IAT1B: Details Block 5</b>	
	type: string (strL)	
	unique values: 6,814	missing "": 0/15,778
<b>A105i2</b>	<b>IAT1B: Details Block 6</b>	
	type: string (strL)	
	unique values: 6,814	missing "": 0/15,778
<b>A105i4</b>	<b>IAT1B: Details Block 8</b>	
	type: string (strL)	
	unique values: 6,814	missing "": 0/15,778
<b>A105i0</b>	<b>IAT1B: Raw data [JSON]</b>	
	type: string (strL)	
	unique values: 6,814	missing "": 0/15,778

<b>IAT_Score_FFP</b>	<b>IAT Score, created with A105i1 &amp; A105i2 &amp; A105i4</b>
range: [ -3.048331,1.3732675]	missing .: 8,965/15,778
mean: -.858924	std. dev: .498144
percentiles: 10% 25% 50% 75% 90%	
	-1.47082 -1.19403 -.872064 -.529212 -.239138

<b>IAT_Score_FFP_Raw</b>	<b>IAT Score, created with A105i1 &amp; A105i2 &amp; A105i4</b>
range: [ -2.7872142,1.3732675]	missing .: 8,965/15,778
mean: -.858326	std. dev: .491001
percentiles: 10% 25% 50% 75% 90%	
	-1.45924 -1.19131 -.878419 -.534 -.233313

---

<b>Faulty_IAT</b>	<b>Respondents who processed the IAT too quickly</b>
range: [0,1]	missing .: 2,246/15,778
tabulation: Freq. Value	
13,355 0	
177 1	
2,246 .	

---

You have now reached the end of the survey. Thank you for taking part!

To gain deeper insights into research practice and day-to-day research work, we would like to link the survey data with publicly accessible publication and citation data (for example Web of Science), and with information that is available on freely accessible websites.

We are also planning further surveys on selected topics from this study, with the aim of gaining a better understanding of your experiences and attitudes. We would be delighted to have your permission to contact you for further follow-up studies.

Both for the linking of the survey data with publication and citation data and with information available on freely accessible websites, and for participation in a follow-up study, it is necessary for you to accept our data protection policy for the storage of personal contact information. By agreeing to this you consent to the processing of your personal data under the legal conditions set out in the data protection policy. Your agreement does not, however, constitute a commitment to participate in a follow-up survey.

**V126.** By clicking on “I accept the data protection policy and consent to the linking of the survey data with publicly accessible publication and citation data”, you are declaring the following:

- I give permission for the storage of my email address and my name for the purpose of linking the data with publicly accessible publication and citation data.
- I can withdraw my consent at any time. In the case of withdrawal, this declaration of consent will become invalid with immediate effect.
- .

☐ I accept the data protection policy and consent to the linking of the survey data with publication and citation data

**Ende1**

#### Consent linking publication and citation data

```
range: [1,2]                                missing .: 2,518/15,778
tabulation:  Freq.  Numeric  Label
              9,407      1     1. Consent given
              3,853      2     2. No answer
              2,518      .
```

---

**V127.** By clicking on “I accept the data protection policy and consent to the linking of the survey data with information that is available on freely accessible websites”, you are declaring the following:

- I give permission for the storage of my email address and my name for the purpose of linking the data with information that is available on freely accessible websites.
- I can withdraw my consent at any time. In the case of withdrawal, this declaration of consent will become invalid with immediate effect.

☐ I accept the data protection policy and consent to the linking of the survey data with information that is available on freely accessible websites

Ende2

#### Consent linking website

```

range: [1,2] missing .: 2,587/15,778
tabulation: Freq. Numeric Label
              8,574      1 1. Consent given
                   (Checkbox selected)
              4,617      2 2. No answer
              2,587      .

```

V128.

[IF mindestens ein Item V28 = 1]

You stated earlier that you have had to put up with disadvantages because of (a randomly drawn specified characteristic(s) from V28 here). We would like to hear more about your experiences in a personal and confidential conversation. Would you be willing to talk about these experiences in a personal and confidential conversation?

By clicking on "I accept the data protection policy and agree to be contacted again for a personal and confidential conversation", you are declaring the following:

- I give permission for the storage of my email address for future contact.
- I can withdraw my consent at any time. In the case of withdrawal, this declaration of consent will become invalid with immediate effect.
- Even without previously withdrawing my consent, I can decline to participate in follow-up studies when the time comes.

☐ I accept the data protection policy and agree to be contacted again for a personal and confidential conversation

Ende3

#### Consent to contact due to discrimination

```

range: [1,2] missing .: 9,915/15,778
tabulation: Freq. Numeric Label
              3,058      1 1. Consent given
                   (Checkbox selected)
              2,805      2 2. No answer
              9,915      .

```

V129.

By clicking on "I accept the data protection policy and agree to be contacted again for further studies", you are declaring the following:

- I give permission for the storage of my address for future contact.
- I can withdraw my consent at any time. In the case of withdrawal, this declaration of consent will become invalid with immediate effect.
- Even without previously withdrawing my consent, I can decline to participate in follow-up studies when the time comes.

☐ I accept the data protection policy and agree to be contacted again for further studies

Ende4

#### Consent to contact follow-up survey

```
range: [1,2] missing .: 2,672/15,778
tabulation: Freq.  Numeric  Label
              9,451      1  1. Consent given
                   (Checkbox selected)
              3,655      2  2. No answer
              2,672      .
```

**We'd like to finish off by thanking you once again for your participation, and wishing you every success in your future work!**

## 5.2. Additional (meta) variables

<b>Respondent_Serial</b>	<b>Serial number</b>				
	range:	[158,24581]		missing .:	0/15,778
	mean:	11926.6	std. dev:	7013.91	
	percentiles:	10%	25%	50%	75% 90%
		2467	5992	11613.5	17585 22123
<b>Testcase</b>	<b>Test data</b>				
	range:	[0,0]		missing .:	0/15,778
	tabulation:	Freq.	Numeric	Label	
		15,778	0	0. Nein	
<b>Angeschrieben1</b>	<b>Invitation letter sent</b>				
	type:	numeric daily date (long)			
	range:	[21958,22011]	units:	1	
or equivalently:		[13feb2020,06apr2020]	units:	days	
unique values:	25		missing .:	1/15,778	
mean:	21971.1 = 26feb2020 (+ 3 hours)				
std. dev:	6.38585				
percentiles:	10%	25%	50%	75%	90%
	21962	21966	21972	21976	21979
	17feb2020	21feb2020	27feb2020	02mar2020	05mar2020
<b>Angeschrieben2</b>	<b>Dispatch 1. Reminder</b>				
	type:	numeric daily date (long)			
	range:	[21986,22021]	units:	1	
or equivalently:		[12mar2020,16apr2020]	units:	days	
unique values:	18		missing .:	6,284/15,778	
mean:	21995.4 = 21mar2020 (+ 10 hours)				
std. dev:	5.21845				
percentiles:	10%	25%	50%	75%	90%
	21989	21991	21995	21999	22003
	15mar2020	17mar2020	21mar2020	25mar2020	29mar2020
<b>Angeschrieben3</b>	<b>Dispatch 2. Reminder</b>				
	type:	numeric daily date (long)			
	range:	[22012,22033]	units:	1	
or equivalently:		[07apr2020,28apr2020]	units:	days	
unique values:	15		missing .:	10,782/15,778	
mean:	22023 = 18apr2020 (+ 1 hour)				
std. dev:	4.90366				
percentiles:	10%	25%	50%	75%	90%
	22014	22021	22024	22027	22028
	09apr2020	16apr2020	19apr2020	22apr2020	23apr2020
<b>InterviewLength_part1</b>	<b>Interview duration in seconds (part 1 only)</b>				
	range:	[460,15550]		missing .:	0/15,778
	mean:	2146.83	std. dev:	838.238	
	percentiles:	10%	25%	50%	75% 90%
		1303	1588	1989	2518 3149
<b>EndQuestion_part1</b>	<b>Current question (part 1)</b>				
	type:	string (strL)			
unique values:	62		missing "":	0/15,778	
examples:	"Ende"				



**Completed\_part1**                      **Completed successfully (part 1)**

range:	[0,1]			missing .:	0/15,778
tabulation:	Freq.	Numeric	Label		
	849	0	0. Nein		
	14,929	1	1. Ja		

**Completed\_IAT**                      **Completed successfully (IAT)**

range:	[1,1]			missing .:	2,246/15,778
tabulation:	Freq.	Numeric	Label		
	13,532	1	1. Ja		
	2,246	.			

**Completed\_end**                      **Completed successfully (consent forms)**

range:	[0,1]			missing .:	2,259/15,778
tabulation:	Freq.	Numeric	Label		
	498	0	0. Nein		
	13,021	1	1. Ja		
	2,259	.			

**LayoutVariante**                      **Layout: desktop, tablet or smartphone?**

range:	[1,3]			missing .:	0/15,778
tabulation:	Freq.	Numeric	Label		
	15,563	1	1. Desktop		
	184	2	2. Mobil		
	31	3	3. Tablet		

**IAT\_Version**                      **IAT version**

range:	[1,2]			missing .:	2,246/15,778
tabulation:	Freq.	Numeric	Label		
	6,719	1	1. IAT-A		
	6,813	2	2. IAT-B		
	2,246	.			

**Vcountry**                      **Country (information from the address sample)**

range:	[1,3]			missing .:	0/15,778
tabulation:	Freq.	Numeric	Label		
	8,182	1	1. Deutschland		
	2,771	2	2. Österreich		
	4,825	3	3. Schweiz		

**Vsplit**                      **Split (randomly filled)**

range:	[1,128]			missing .:	0/15,778
--------	---------	--	--	------------	----------

**V28\_randomItem**                      **Randomly selected characteristic from V28 for a follow-up survey**

range:	[1,12]			missing .:	0/15,778
		1. Gender	2,120		
		2. Age	1,623		
		3. Sexual orientation	51		
		4. Physical attributes	236		
		5. Ethnic origin	145		
		6. Social origin	491		
		7. Social origin	705		
		8. Nationality	481		
		9. Language	888		
		10. Religion	78		
		11. Worldview	375		
		12. No answer	8,585		

**DatenschutzOK****Consent to information on data protection and willingness to participate**

range: [1,1] missing .: 0/15,778  
 tabulation: Freq. Numeric Label  
 15,778 1 1. Ja

**CASE****Interview number (continuous)**

range: [72,16499] missing .: 2,246/15,778  
 mean: 8298.6. std. dev: 4735  
 percentiles: 10% 25% 50% 75% 90%  
 1749 4191.5 8300.5 12378.5 14894

**LASTPAGE****Page that the participant last processed**

range: [3,5] missing .: 2,246/15,778  
 tabulation: Freq. Value  
 6,719 3  
 6,813 5  
 2,246 .

**MAXPAGE****Last page processed in the questionnaire**

range: [3,5] missing .: 2,246/15,778  
 tabulation: Freq. Value  
 6,719 3  
 6,813 5  
 2,246 .

**MISSING****Percentage of missing answers**

range: [0,100] missing .: 2,246/15,778  
 tabulation: Freq. Value  
 13,225 0  
 307 100  
 2,246 .

**MISSREL****Percentage of missing responses (weighted by relevance)**

range: [0,100] missing .: 2,246/15,778  
 tabulation: Freq. Value  
 13,225 0  
 307 100  
 2,246 .

**TIME\_RSI****Malus points for fast completion**

range: [0,3] missing .: 15,557/15,778  
 tabulation: Freq. Value  
 1 0  
 191 1  
 24 2  
 5 3  
 15,557 .

**DEG\_TIME****Malus points for fast completion**

range: [0,305] missing .: 2,246/15,778  
 mean: 15.0521 std. dev: 39.0494  
 percentiles: 10% 25% 50% 75% 90%  
 0 0 3 12 31

### 5.3. Removed variables<sup>28</sup>

#### V16. [IF V14 = 1] Please also state the year of your (first) doctoral degree

```

range: [1950,2020]                                missing .: 6,765/15,778
mean: 2006.27                                     std. dev: 11.1152
percentiles: 10%      25%      50%      75%      90%
              1990      1999      2009      2015      2018

```

---

#### Sprache

```

range: [1,3]                                missing .: 0/15,778
tabulation: Freq.    Numeric    Label
              11,919        1    1. Deutsch
              2,767        2    2. English
              1,092        3    3. Francais

```

---

#### LastActivity\_part1 Time of last processing

```

range: [21959,22036]                            units: days
unique values: 78                                missing .: 0/15,778
mean: 21995.8 = 21mar2020 (+ 20 hours)
std. dev: 22.2051
percentiles: 10%      25%      50%      75%      90%
              21968      21976      21994      22019      22027
              24feb2020 02mar2020 20mar2020 14apr2020 22apr2020

```

---

#### LastActivity\_IAT

#### Last activity (IAT)

```

range: [21959,22036]                            units: days
unique values: 78                                missing .: 2,246/15,778
mean: 21995.5 = 21mar2020 (+ 12 hours)
std. dev: 22.2008
percentiles: 10%      25%      50%      75%      90%
              21968      21976      21994      22019      22027
              23feb2020 02mar2020 20mar2020 14apr2020 22apr2020

```

---

#### LastActivity\_part2

#### Last activity (part 2)

```

range: [21959,22036]                            units: days
unique values: 78                                missing .: 2,260/15,778
mean: 21995.5 = 21mar2020 (+ 12 hours)
std. dev: 22.1785
percentiles: 10%      25%      50%      75%      90%
              21968      21976      21994      22019      22027
              23feb2020 02mar2020 20mar2020 14apr2020 22apr2020

```

---

<sup>28</sup> Are irreversibly removed in the process of anonymization.

## 5.4. Data cleansing: Auxiliary variables <sup>29</sup>

### manymissings10

#### More than 10% missing values

```

range: [0,1] missing .: 0/15,778
tabulation: Freq. Value
            14,461 0
            1,317 1

```

### manymissings20

#### More than 20% missing values

```

range: [0,1] missing .: 0/15,778
tabulation: Freq. Value
            15,403 0
            375 1

```

### manymissings25

#### More than 25% missing values

```

range: [0,1] missing .: 0/15,778
tabulation: Freq. Value
            15,664 0
            114 1

```

### manymissings25completed

#### More than 25% missing values and questionnaire completely filled in

```

range: [0,1] missing .: 0/15,778
tabulation: Freq. Value
            15,664 0
            114 1

```

### unlikely

#### Respondents who consistently gave implausible answers

```

range: [0,0] missing .: 0/15,778
tabulation: Freq. Value
            15,778 0

```

---

<sup>29</sup> Variables created in the course of data cleansing.

## 5.5. IAT: Auxiliary variables<sup>30</sup>

<b>A101nX1</b>	<b>IAT1A: Number of invalid trials (&lt; 350 ms) in block 1</b>					
	range:	[0,16]	missing .:	9,059/15,778		
	mean:	.051049	std. dev:	.711356		
	percentiles:	10%	25%	50%	75%	90%
		0	0	0	0	0
<b>A101nX2</b>	<b>IAT1A: Number of invalid trials (&lt; 350 ms) in block 2</b>					
	range:	[0,47]	missing .:	9,059/15,778		
	mean:	.289924	std. dev:	2.8788		
	percentiles:	10%	25%	50%	75%	90%
		0	0	0	0	0
<b>A101nX4</b>	<b>IAT1A: Number of invalid trials (&lt; 350 ms) in block 4</b>					
	range:	[0,48]	missing .:	9,059/15,778		
	mean:	.49814	std. dev:	4.25609		
	percentiles:	10%	25%	50%	75%	90%
		0	0	0	0	0
<b>A101nE1</b>	<b>IAT1A: Number of errors in block 1</b>					
	range:	[0,17]	missing .:	9,059/15,778		
	mean:	.466852	std. dev:	1.11776		
	percentiles:	10%	25%	50%	75%	90%
		0	0	0	1	1
<b>A101nE2</b>	<b>IAT1A: Number of errors in block 2</b>					
	range:	[0,36]	missing .:	9,059/15,778		
	mean:	3.55678	std. dev:	3.57766		
	percentiles:	10%	25%	50%	75%	90%
		0	1	3	5	7
<b>A101nE4</b>	<b>IAT1A: Number of errors in block 4</b>					
	range:	[0,36]	missing .:	9,059/15,778		
	mean:	3.3441	std. dev:	3.54431		
	percentiles:	10%	25%	50%	75%	90%
		0	1	2	4	7
<b>A101mL1</b>	<b>IAT1A: Average response time [ms] in block 1</b>					
	range:	[-33,119363]	missing .:	9,059/15,778		
	mean:	1277.31	std. dev:	1961.66		
	percentiles:	10%	25%	50%	75%	90%
		859	968	1127	1362	1682
<b>A101mL2</b>	<b>IAT1A: Average response time [ms] in block 2</b>					
	range:	[108,1164309]	missing .:	9,059/15,778		
	mean:	1545.93	std. dev:	14229.9		
	percentiles:	10%	25%	50%	75%	90%
		899	1043	1255	1547	1911
<b>A101mL4</b>	<b>IAT1A: Average response time [ms] in block 4</b>					
	range:	[76,63759]	missing .:	9,059/15,778		
	mean:	1213.86	std. dev:	887.052		
	percentiles:	10%	25%	50%	75%	90%
		860	976	1136	1355	1618

<sup>30</sup> Auxiliary variables for IAT

**A105xD IAT1B: Test score according to Karpinski & Steinman 2006 (D-Score)**

```

label: A105xD
range: [-9,-9] missing .. 15,644/15,778
tabulation: Freq. Numeric Label
              134      -9 Ungültige Messung
              15,644      .

```

**A105xD1 IAT1B: Partial result first third (D-Score)**

```

range: [.,.] missing .. 15,778/15,778
tabulation: Freq. Value
              15,778      .

```

**A105xD2 IAT1B: partial score second third (D-score)**

```

range: [.,.] missing .. 15,778/15,778
tabulation: Freq. Value
              15,778      .

```

**A105nX1 IAT1B: Number of invalid trials (< 350 ms) in block 1**

```

range: [0,17] missing .. 8,965/15,778
mean: .046675 std. dev: .666843
percentiles: 10% 25% 50% 75% 90%
              0 0 0 0 0

```

**A105nX2 IAT1B: Number of invalid trials (< 350 ms) in block 2**

```

range: [0,47] missing .. 8,965/15,778
mean: .300308 std. dev: 3.03806
percentiles: 10% 25% 50% 75% 90%
              0 0 0 0 0

```

**A105nX4 IAT1B: Number of invalid trials (< 350 ms) in block 4**

```

range: [0,48] missing .. 8,965/15,778
mean: .408777 std. dev: 3.86704
percentiles: 10% 25% 50% 75% 90%
              0 0 0 0 0

```

**A105nE1 IAT1B: Number of errors in block 1**

```

range: [0,16] missing .. 8,965/15,778
mean: .435344 std. dev: 1.0227
percentiles: 10% 25% 50% 75% 90%
              0 0 0 1 1

```

**A105nE2 IAT1B: Number of errors in block 2**

```

range: [0,31] missing .. 8,965/15,778
mean: 4.18714 std. dev: 4.03363
percentiles: 10% 25% 50% 75% 90%
              1 2 3 5 9

```

**A105nE4 IAT1B: Number of errors in block 4**

```

range: [0,40] missing .. 8,965/15,778
mean: 1.68017 std. dev: 2.95091
percentiles: 10% 25% 50% 75% 90%
              0 0 1 2 4

```

**A105mL1 IAT1B: Average response time [ms] in block 1**

```

range: [263,81849] missing .. 8,965/15,778
mean: 1249.74 std. dev: 1107.25
percentiles: 10% 25% 50% 75% 90%
              858 965 1127 1361 1690

```

<b>A105mL2</b>	<b>IAT1B: Average response time [ms] in block 2</b>	range: [106,53046] missing .: 8,965/15,778 mean: 1466.71 std. dev: 965.891 percentiles: 10% 25% 50% 75% 90% 986 1128 1348 1642 2021				
<b>A105mL4</b>	<b>IAT1B: Average response time [ms] in block 4</b>	range: [108,72607] missing .: 8,965/15,778 mean: 1082.57 std. dev: 1130.9 percentiles: 10% 25% 50% 75% 90% 776 873 1007 1185 1401				
<b>TIME002</b>	<b>Time spent Page 2</b>	range: [1,42712] missing .: 9,059/15,778 mean: 206.459 std. dev: 1451.62 percentiles: 10% 25% 50% 75% 90% 25 40 56 79 121				
<b>TIME003</b>	<b>Time spent Page 3</b>	range: [58,278513] missing .: 9,059/15,778 mean: 293.016 std. dev: 1469.34 percentiles: 10% 25% 50% 75% 90% 178 201 230 270 317				
<b>TIME004</b>	<b>Time spent Page 4</b>	range: [0,42139] missing .: 8,965/15,778 mean: 209.448 std. dev: 1451.98 percentiles: 10% 25% 50% 75% 90% 25 38 53 75 111				
<b>TIME005</b>	<b>Time spent Page 5</b>	range: [67,228980] missing .: 8,965/15,778 mean: 320.782 std. dev: 3120.92 percentiles: 10% 25% 50% 75% 90% 180 200 229 267 314				
<b>TIME_SUM</b>	<b>Total time spent (without outliers)</b>	range: [73,1379] missing .: 2,246/15,778 mean: 302.081 std. dev: 88.474 percentiles: 10% 25% 50% 75% 90% 219 248 286 336 398				

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## APPENDIX

### A. Vignette Universe

Dimension	Levels	# Levels	Description	
Gender	mmm, mmf, mfm, fmm, mff, fmf, ffm, fff	8	m = male; f = female	
Status	ppp, ppd, pdp, dpp, pdd, dpd, ddp, ddd	8	p = professor; d = phd student	vignettes universe
Contribution	equal, inqual	2		8 * 8 * 2 * 6
Alphabet	123, 132, 213, 231, 312, 321	6	1 = A-H; 2 = I-Q; 3 = R-Z	768

### B. Setup SC-IAT A & B

Block	Categories left key (key „E“)		Categories right key (key „I“)	Goal	Trials
1	Failure	vs.	Success	Training	20
2	Failure	vs.	Success or Behavior	Measurement	48
3	Failure or Behavior	vs.	Success	Measurement	48

### C. Categories SC-IAT A

Attributes (Attribute)		Categories (Kategorie)
Success (Erfolg)	Failure (Misserfolg)	Behavior (Verhalten)
grant approval (Antragsbewilligung)	grant rejection (Antragsablehnung)	honor authorship (Ehrenautorschaft)
publication success (Publikationserfolg)	publication failure (Publikationsmisserfolg)	self-plagiarism (Selbstplagiat)
high prestige (Guter Ruf)	low prestige (Schlechter Ruf)	evaluation to return a favor (Gefälligkeitsgutachten)
Reputationsgewinn (reputation)	lose face (Gesichtsverlust)	citation to return a favor (Gefälligkeitszitat)
Tenure (Festanstellung)	job loss (Jobverlust)	

### D. Categories SC-IAT B

Attributes (Attribute)		Categories (Kategorie)
Success (Erfolg)	Failure (Misserfolg)	Behavior (Verhalten)
grant approval (Antragsbewilligung)	grant rejection (Antragsablehnung)	data forgery (Datenfälschung)
publication success (Publikationserfolg)	publication failure (Publikationsmisserfolg)	data manipulation (Datenmanipulation)
high prestige	low prestige	plagiarism

(Guter Ruf )	(Schlechter Ruf)	(Plagiat)
Reputationsgewinn	lose face	hide conflicts of interest
(reputation)	(Gesichtsverlust)	(Interessenskonflikte verschweigen)
Tenure	job loss	
(Festanstellung)	(Jobverlust)	

#### E. Neutralization Techniques – Assignment (Short List)

Item	Techniques of neutralization
To survive in the competitive, “publish or perish” academic environment, you can’t always stick to all the rules.	<i>The Denial of Responsibility</i>
If the idea is good and plausible, then publishing embellished results will do no harm.	<i>The Denial of Injury</i>
Many editors want impressive results, so if you help things along a bit you’re doing them a favour.	<i>The Denial of the Victim</i>
Many influential academics have only made it to the top by means of tricks; so they shouldn’t condemn you if you do it yourself.	<i>The Condemnation of the Condemners</i>
In order to be loyal to colleagues, you sometimes have to play along with little inconsistencies.	<i>The Appeal to Higher Loyalties</i>

#### F. Neutralization Techniques – Assignment (Long List)

Item	Techniques of neutralization
To survive in the competitive, “publish or perish” academic environment, you can’t always stick to all the rules.	<i>The Denial of Responsibility</i>
Today’s academic system is so unfair that it’s OK if you sometimes resort to unfair means yourself.	<i>The Denial of Responsibility</i>
Sometimes it’s necessary to use questionable methods to reach the top of the career ladder.	<i>The Denial of Responsibility</i>
If the idea is good and plausible, then publishing embellished results will do no harm..	<i>The Denial of Injury</i>
There’s no harm in touching things up here or there.	<i>The Denial of Injury</i>
Doctored results aren’t such a tragedy, since scientific results seldom have an impact on society.	<i>The Denial of Injury</i>
Many editors want impressive results, so if you help things along a bit you’re doing them a favour.	<i>The Denial of the Victim</i>
Reviewers hardly check the details of manuscripts anymore, so it’s not surprising content is presented in a better light.	<i>The Denial of the Victim</i>
The pressure from journals to produce ever more spectacular and significant results almost invites people to help things along a bit here or there.	<i>The Denial of the Victim</i>
Many influential academics have only made it to the top by means of tricks; so they shouldn’t condemn you if you do it yourself.	<i>The Condemnation of the Condemners</i>
Those who protest the loudest at academic misconduct	<i>The Condemnation of the</i>

usually have their own skeletons in the closet.	<i>Condemners</i>
Universities are more and more focused on rankings, so they shouldn't cause trouble for their staff if they occasionally embellish their results.	<i>The Condemnation of the Condemners</i>
In order to be loyal to colleagues, you sometimes have to play along with little inconsistencies.	<i>The Appeal to Higher Loyalties</i>
To advance society, you sometimes have to help the results along a bit.	<i>The Appeal to Higher Loyalties</i>
To further the progress of your supervisor/your doctoral student, you sometimes have to help things along a bit if the results are unsatisfactory.	<i>The Appeal to Higher Loyalties</i>